DOCUMENT RESUME

ED 070 744 SP 005 959

AUTHOR	Kron, Kenneth N.
TITLE	Culture Shock and the Transfer Teacher.
INSTITUTION	Kentucky Univ., Lexington. Bureau of School Service.
PUB DATE	Dec 72
NOTE	73p.
JOURNAL CIT	Bureau of School Service Bulletin; v45 n2 Dec 72
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Cultural Differences; Cultural Disadvantagement; Cultural Exchange; *Culture Conflict; Culture Contact; Social Differences; *Teacher Attitudes; *Teacher Behavior; *Teacher Transfer

ABSTRACT

This report determines the extent of culture shock a white teacher from a typically middle-class school would experience when transferred to inner-city schools. Further investigation concerned how those teachers reacted to cope with culture shock. Thirty-three white elementary teachers were involuntarily transferred to six inner-city schools in an anonymous Kentucky school district. Data were collected in three ways. Teachers were asked to respond in writing to a written structured questionnaire. Following the return of the questionnaire, additional questions which would clarify responses were posed to the teachers in individual interviews. At the close of the interview each teacher was given a culture shock scale to help verify information resulting from the interview. Results indicated that the teachers did experience culture shock, 26 of the selected transfers experienced moderate to extreme shock. In addition to a summary of findings and conclusions, recommendations to minimize culture shock were presented. A 31-item bibliography and appendixes with data collection instruments are included. (MJM)

ED 070744

CULTURE SHOCK



VOLUME XLV DECEMBER 1972 NUMBER 2

BUREAU OF SCHOOL SERVICE

COLLEGE OF EDUCATION • UNIVERSITY OF KENTUCKY

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Second-class postage paid at Lexington, Kentucky 40506. Published quarterly by the University of Kentucky, Lexington, Kentucky. Price $1 postpaid.

ED 070744

CULTURE SHOCK AND THE TRANSFER TEACHER

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By
Kenneth N. Kron

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BUREAU OF SCHOOL SERVICE BULLETIN
Volume XLV December 1972 Number 2
College of Education University of Kentucky, Lexington

FOREWORD

The study reported herein is truly a pioneering venture. Conceived by anthropologists, the relatively new concept of culture shock is virtually unknown among professional educators. Two separate studies by Professors Fuchs and Havighurst describe symptoms of culture shock observed among inner-city teachers, but otherwise the educational literature is silent on the subject. Dr. Kron's case study is the first intensive investigation of the effects of culture shock upon teachers transferred from one environment to another, quite different, setting. Specifically, he studies white teachers transferred from predominantly white, middle-class suburban schools to predominantly black, lower-class, inner-city schools. The study is particularly timely as many school districts throughout the country may be required by the federal courts to effect similar transfers in order to achieve racial balance among school faculties. This study provides the conceptual framework and methodological base upon which further inquiry may be built. Additional research is much needed. For instance, what are the effects of culture shock on black teachers transferred to suburban schools? Or, what are the best methods of selecting teachers for transfer? Perhaps of even more consequence, under what conditions are *pupils* susceptible to culture shock? Until the perplexing problems of school integration are solved, we need to give much more attention to these serious concerns. Thanks to Dr. Kron's imaginative, exploratory study future researchers have some guideposts to follow.

Charles F. Faber
Professor and Chairman,
Educational Administration and Supervision
University of Kentucky

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CHAPTER I

THE PROBLEM IN PERSPECTIVE

The main purposes of the study are as follows: (1) to determine whether white teachers transferred from typically "middle-class" schools to "inner-city" schools experience culture shock; and if so, (2) to determine how those teachers react to, cope with, and conquer (or are conquered by) culture shock following their transfer.

Secondary purposes are (1) to determine how culture shock might be minimized when teachers are transferred from one cultural environment to another; and from conclusions from the data, (2) to make specific recommendations which should help future transferred teachers overcome culture shock with greater speed and ease.

When people of one culture enter into a different culture (e.g., a European immigrates to the United States, a North American moves to South America) they often experience anxiety, fear, frustration and/or physical and emotional stress. Social scientists suggest this stress results because the person in a strange culture does not understand nor is able to read the cultural cues concerning the customs, expectations, beliefs and values of that new culture. Anthropologists have labeled this stress *culture shock*.

Fuchs (1969, 1970) states that inexperienced teachers placed in different subcultures (e.g., a middle-class teacher in an inner-city school) may also experience a phenomenon surprisingly similar to culture shock. Fuchs details several case histories which describe how inexperienced teachers in inner-city schools react to culture shock (Fuchs, 1969, pp. 18-20 and 1970, pp. 151-154).

It may be that culture shock is not limited to neophyte teachers. Havighurst (1966) suggests veteran teachers may also experience culture shock (p. 13).

Experienced Teachers Transferred

During the summer of 1971 an event occurred in the school district of this study which provided the writer an opportunity to investigate whether or not experienced teachers encounter culture shock. At that time some 158 experienced "Kentucky District"* teachers were involuntarily transferred in order to establish a black-white teacher ratio in each district school that was substantially the same as the system-

* To preserve the anonymity of the respondents who generally contributed of their time and interest to the study, the pseudonym, "Kentucky District," is substituted here for the real name of the school district. There is no intent, by the use of this pseudonym, to imply that the district is representative of the state as a whole.

wide black-white teacher ratio. Of the 158 teachers who were relocated, 33 white, experienced elementary teachers were involuntarily transferred to inner-city schools. Those 33 teachers were selected to be the subjects of this study.

Background—Urban Problems Grow

Efforts to improve the educational programs and climate in inner-city schools are relatively new in this nation. An occasional voice has cried out about the problems of ghetto schools, but a review of the literature reveals that concern about the inner-city school programs began to build less than 20 years ago (Katz, 1971).

As early as 1851, there were those who expressed concern about some of the problems found in large cities. Henry Barnard, prior to his appointment as the first U. S. Commissioner of Education, noted at that time that the large cities had the means and educational resources to provide adequate educational opportunities. It was in the large cities, however, that Barnard was distressed by the abundance of poverty, ignorance, profligacy, and irreligion (Katz, 1971).

Occasionally voices like that of Barnard could be heard, but, for the most part, little was said about the urban education problems for 120 years.

Court Decisions and Publicity

The *Brown v. Board of Education of Topeka* (1954) decision by the U. S. Supreme Court forced attention to the problem. The Court ruled in that decision that "separate but equal" schools were "inherently unequal." Educators in the South and in major cities with large black populations pondered how the decision would affect their schools.

In the early 1960's several spokesmen began to campaign for better schools pointing to the inadequacies of inner-city school facilities and educational programs. James Bryant Conant was one of the most influential. In his *Slums and Suburbs* (1961), he stated that the public was "allowing social dynamite to accumulate" in the large city schools (p. 2). His works were popular in both educational and lay circles and quite influential in school reform. The following year, Michael Harrington published his *The Other America* (1962). His work brought attention to the poverty conditions of those in both rural and urban areas in America with greater force than most writers.

Civil Rights Activity

The period from 1963-1966 also saw increased civil rights activity. It was during this time that Martin Luther King had a major influence on civil rights activities and eventually was awarded the Nobel Peace Prize. The march on Washington occurred and violence erupted in the South, especially in Alabama and Mississippi.

Probably the most politically-influential person to bring attention to the problems of the cities and the poor was President Lyndon B. Johnson. During 1964 and 1965 he initiated and fought for his War on Poverty program His efforts culminated in the passage of federal legislation, the Elementary and Secondary Education Act of 1965. This law, especially Title I of the act, provided for the first time large sums of money to be used for educational programs and assistance which would help the disadvantaged.

Shortly thereafter, the book, *Equality of Educational Opportunity,* (1966) commonly known as the Coleman Report (after the name of an editor of the report), statistically reported about inequalities in education throughout the United States. The report basically stated that black and other minority groups were not receiving the same quality of education as whites. The reasons for this were complex. Generally, however, blacks and other minorities were—in many parts of the nation—being taught by teachers less competent than whites; educational programs were often inferior, and buildings were often less adequate.

President Johnson's War on Poverty, the Civil Rights Act, the ESEA legislation, the Coleman report, and other events were all partially responsible for the attention given to metropolitan and urban problems. However, the racial tensions which finally erupted in violence in the mid-1960's were more visible. The Watts riots, the Detroit disorders, as well as many other disturbances in metropolitan poverty areas, were headlined daily by newspapers, magazines, radio and television.

The Situation in Kentucky and the Kentucky District

The national events had their effects on Kentucky public schools including those in Kentucky District. In Kentucky, according to the State Department of Education, in 1954 at the time of the Brown decision, 30 of the state's 224 school districts had integrated student enrollment. By 1967 all of the districts had mixed student enrollment or definite integration schedules. In 1954, only 16,688 white students and 313 black students were enrolled in integrated schools throughout the state. By 1967, these figures had increased to 446,196 white and 60,540 black students enrolled in integrated schools (Kentucky State Department of Education, 1967).

In the public schools of Kentucky District during the same time, integration efforts had continued. By 1967, the year the independent and county public-school districts had merged, all except five of the twenty-eight elementary schools had bi-racial staffs. Board of education policy clearly called for integrated schools. However, three elementary schools in exclusive, white suburban areas had no black students enrolled.

In the meantime, a school building plan was begun. Under this plan several inner-city schools were to be remodeled or replaced. One new elementary school opened in the fall of 1971. The construction of three elementary schools was to be completed by the beginning of the 1972-73 school year.

Further attempts were also made to create an equally balanced black-white teacher ratio and student ratio during the summer of 1971. Students in schools where their race was in the majority were given the opportunity to be transported at the board of education's expense to the closest school in which their race was in the minority. In short, black students in predominantly black schools could request a transfer to the nearest majority white school. White students in predominantly white schools could go to the nearest majority black school. Twenty-two students took advantage of this plan during the 1971-72 school year.

Kentucky District Teacher Transfer

In another effort to minimize faculty racial imbalance, the Kentucky District Board of Education transferred some 158 teachers during the summer of 1971. Of this number, which includes transfers in high schools, junior high schools, and elementary schools, the previously mentioned 33 white elementary teachers were reassigned to schools with a predominantly black student enrollment. All of these 33 transfers went to schools eligible for aid under Title I, ESEA, generally considered inner-city schools. The teachers mandated to inner-city schools generally came from suburban schools which were located in more affluent neighborhoods. All of the teachers were experienced, white teachers, and all but one were female.

How does the transfer to inner-city schools affect experienced white teachers? A review of the literature indicates that teachers—especially inexperienced teachers—often have a difficult period of adjustment after being assigned to inner-city schools. In fact, many inner-city schools have a high rate of teacher turnover and teacher dissatisfaction (Passow, 1963; Havighurst and Levine, 1971).

Students of urban education, such as Reissman (1962), Havighurst (1966), Passow (1966) and Strom (1966, 1971) state that part of the difficulty inexperienced teachers have may be due to social class differences. Inner-city schools generally serve students from the lower classes. The teachers, on the other hand, are usually from the middle class or have by then obtained middle-class customs, values, beliefs and expectations. Many of the problems these teachers encounter, the above sociologists claim, are due to the fact that the two groups, the teachers and students, do not understand each other's culture cues.

Culture Shock

Bock, an anthropoligist, in his book *Culture Shock* (1970), defines culture:

> Culture, in its broadest sense, is what makes you a stranger when you are away from home. It includes all those beliefs and expectations about how people should speak and act which have become a kind of second nature to you as a result of social learning. When you are with members of a group who share your culture,

you do not have to think about it, for you are all viewing the world in pretty much the same way, and you all know, in general terms, what to expect of one another [p. 9].

Bock states that when one person encounters someone from another culture, that person experiences uncertainty and stress. He continues, "Direct exposure to an alien society usually produces a feeling of disorientation and helplessness" [p. 9]. It is this feeling of helplessness and disorientation experienced by a person of one culture exposed to another which Bock identifies as culture shock [p. 10].

Foster (1962) writes:

> In the words of the anthropologist Kalervo Oberg, who first popularized the expression, culture shock is a malady, an occupational disease of people who have been suddenly transplanted abroad. Culture shock is a mental illness, and as is true of much mental illness, the victim usually does not know he is affected. He finds he is irritable, depressed and annoyed. Everything seems to go wrong [p. 187].

Oberg, quoted by Foster (1962) states:

> Culture shock is precipitated by the anxiety that results from losing all one's familiar cues. Those cues to behavior (which may be words, gestures, facial expressions, or customs) which are acquired in the course of growing up and are as much a part of our culture as the language we speak. All of us depend for our peace of mind and our efficiency on hundreds of cues, most of which we do not carry on a level of conscious awareness [p. 188].

Foster (1962) discusses the intensity of culture shock:

> Immunity to culture shock does not come from being broad-minded and full of good will. . . . Individuals differ greatly in the degree to which culture shock affects them. A few people prove completely unable to make the necessary adjustment. . . . Other people get by with only a light touch of the affliction. Most of us go through a series of stages which represent a good stiff attack of the illness. . . . [pp. 188-189].

Four stages of culture shock are suggested by Foster. During the first stage, the person is usually happy to be in his new surroundings and may feel "positively euphoric." The second stage is called the crisis period. It is during this time that "the virus bites deep." Troubles appear to multiply. The victim feels that everyone is indifferent to him and what he is attempting to do. His entire outlook turns sour (pp. 188-189).

The third stage is the recovery stage, according to Foster. The culture cues become more familiar. The individual begins to feel oriented. A sense of humor may return. Finally, the fourth stage represents full or near full recovery. The basic anxieties are gone (p. 190).

Foster suggests culture shock usually lasts six months or more. Frequently it lasts a year, and very infrequently it lasts less than three months (p. 193).

Culture Shock and Teachers

Fuchs (1969, 1970) was apparently one of the first sociologists to describe in detail the culture shock teachers experience when they voluntarily or involuntarily are transferred to teach in a different subculture. She quotes a teacher who told of her experience after being transferred to an inner-city school:

> Tuesday was an impossible day for me. I just didn't know what I was going to do with him (a student causing many problems). I came home. I was hysterical. I cried all afternoon, all evening, all night. I really felt that this was the end. I was not going back and what was the sense of knocking myself out? They don't want to accept you and this is exactly what I felt, very useless. I felt that I was not a teacher; I was a policeman. What did I need this aggravation for? [p. 151].

Upon seeing the principal, the teacher added:

> I just started to cry. I could not control my feelings. . . . I was so upset that I just wanted to be left alone. I didn't want him to come near me. I didn't even want to go back to the classroom. I just wanted to go home [p. 152].

Describing the symptoms further, Fuchs writes that teachers in the first days and weeks in the inner-city school "exhibit symptoms of severe emotional and physical stress" (p. 153). These include hysteria, weeping, a state of near collapse, depression, self-doubt, hostility, and aggression. There are some teachers who experience fatigue "far beyond the fatigue" of a new job (p. 154).

Although the sociologists and anthropologists suggest culture shock may be a problem for neophyte teachers sent to inner-city schools, there is less speculation about how transfers to inner-city schools will affect experienced teachers.

Havighurst (1966) however, describes one teacher who, he felt, experienced culture shock. In this particular case, a black, middle-class teacher was transferred to an inner-city school. Havighurst describes her reaction: ". . . she felt a kind of physical revulsion. They [the students] looked dirty, they smelled dirty. They talked dirty. . . . She had not realized that people like that existed" (p. 13).

Virtually all teachers will encounter some difficulties when they are transferred to new schools. Wisniewski (1968) describes some socialization problems transfer teachers may face. It is a basic tenet of this research, however, that teachers who encounter a very difficult socialization period following their transfer to radically different schools will experience some degree of culture shock, i.e., a feeling of disorientation and helplessness and physical and/or emotional stress.

Characteristics of Culture Shock

Bock (1970), Foster (1962), Fuchs (1969, 1970) and Havighurst (1966) identify several symptoms which may be associated with culture shock. These include:

Severe emotional stress
Severe physical stress
Hysteria
Weeping
State of near collapse
Aggression
Shouting when not understood
Numbing fatigue
Angers easily and often
Irritation at strange situations
Panic
Repeated aggravations
Physical revulsion
Absent-mindedness
Feels student behavior is "impossible"
Seeks familiar company
Depression
Self-doubt
Scolding
Feeling of helplessness
Frustration
Apprehension
Contempt for children
Repeated crying
Brooding
Discipline problems
Not feeling accepted
Desire to quit teaching
Pain
Bewilderment
Loss of control of feelings

A Culture Shock Case History

It is an assumption of this study that culture shock can be identified by teachers experiencing it. The personal case history of a Kentucky District teacher may illustrate.

She had completed nine years of successful teaching in a rural school in Tennessee and two suburban schools in Connecticut. During those nine years, she taught second grade for five years and an intermediate educable mentally retarded class for four.

Moving to Kentucky District in 1969, she began teaching another intermediate educable mentally retarded class in an inner-city school of the district. The first two weeks of teaching were fine. The excitement of a new job was evident—although the misbehavior and language of the children were annoying. She had never had to face such extreme problems before. Within a month she disliked her job. The children were rude; the principal expected her to control her class with a paddle (which was alien to her temperament, personality and educational philosophy). Soon it was a struggle for her to go to school. Each evening she came home exhausted, disillusioned and angry at herself for another day she considered a failure. Things became so bad, she occasionally went to the cloak-room to compose herself and talk herself out of crying.

Other than with her husband, she would not share her feelings of failure with anyone. There were good days and bad, but the bad seemed to outnumber the good. There was only one way she could cope with the situation. Each evening she would go home and spill out her disappointments, failures and frustrations. It seemed that if

she could talk out her frustrations for an hour or so she could face another day.

Most of her students, she said, had no incentive to learn. There was little or no concern on the part of the parents. When they did come to school, it was to take the children from school early or belligerently to blame the teacher for imagined wrongs.

Her school children were always fighting, tattling, and blaming others for their misdeeds. Many had severe emotional or social problems. Temper tantrums were the order of the day—every day. Name-calling was common, as was the use of obscenities. Tales about the immoralities at home and their living conditions were crude, ugly and pathetic.

Respect for themselves, their classmates and the teacher was almost non-existent. Respect for property was minimal. Anything of value was taken or destroyed. Objects the teacher or student would bring to show would mysteriously disappear. Even carefully prepared bulletin boards would be purposely or accidentally ripped or soiled or destroyed.

The teacher's anxiety and frustrations were amplified by a fear of some of the children. Although they were only intermediate students, the thirteen and fourteen-year old boys, taller and heavier than the teacher, frightened her with their obscenities and physical and emotional violence.

Their appearance bothered her, too. No matter whether they wore new or old clothes, they seemed to self-destruct right before her eyes. Constantly, there was the battle to keep their ripped clothes together long enough to last the day. In addition, the children seemed constantly in need of soap and water. Their hair was unkempt, their noses dripped and their bodies and clothes were spotted with grime. Often many smelled of urine.

Although she would have liked to resign, she refused to do so. She had been a successful teacher and she was not going to blemish her record. During the entire year the problems continued. However, in February, March and April it became apparent that the situation was getting better. She saw both her attitude and the children's attitudes improving. She no longer dreaded going to school. Her frustration, hysteria, and weeping diminished.

The situation did *not* completely improve overnight. However, after that first year and a summer vacation, she became restless. She wanted to get back "to her kids." The second year, of course, was much better, but it had been a long, difficult adjustment period.

The Transfer

The teachers had little warning about their transfers. The board of education, it was reported in the local newspaper (July 12, 1971), had received a letter from the Atlanta Health, Education and Welfare office that according to the *Swann* decision (1971) some schools, including the Kentucky District schools, might have to take "further de-

segregation steps" in order to comply with Title VI of the Civil Rights Act of 1964.

On July 14, 1971, the press reported a board of education plan in which students could voluntarily transfer to the school closest to them at which their race was in the minority; i.e., the white student could move to the nearest school which had a predominantly black student enrollment, and the black student could attend the nearest school with a predominantly white student enrollment.

On July 15, in an article entitled "Kentucky District Shift," the paper reported that teachers would be transferred to create a balanced black-white teacher ratio in the district's schools, and the transfer would involve "some 150 teachers." In the process, black and white teachers would be matched according to experience and training as much as possible. The decision to reassign teachers apparently was made after the school's legal counsel advised the board "that in their opinion the Kentucky District public school system did not meet the criteria for a unitary school system" ("For the Record," September, 1971). This meant that in some areas there was a dual school system; i.e., separate schools were maintained for Negro and white pupils. The legal counsel advised the board that the Kentucky District public school system did not meet the criteria for a unitary system concerning its staffing patterns nor did it offer an optional majority-to-minority transfer provision.

Therefore, on July 12, 1971, the board of education adopted a provision to further desegregate the staff under a federal district court's *Singleton* (1966) ruling which required the assignment of staff by race by schools proportionate to the system-wide racial composition of the total staff.

Late in July, the teachers to be transferred were notified by registered mail. On August 3, the local newspapers carried the names of the teachers to be reassigned. School principals were encouraged to hold conferences with both the teachers transferring to and from their schools in order to make class assignments, etc., and discuss mutual concerns. In the meantime, the reassigned teachers had an opportunity to appeal their transfer, and adjustments would be made for those with proven hardships. Ultimately some 15-20 teachers of the 158 to be relocated were not moved because of hardships. In addition, some teachers immediately resigned, and during the year several more resigned for various reasons.

The teachers had, in fact, little time to prepare for their transfers. They were notified of the decision in late July, and school began with a planning day on August 23. The teachers had only about three weeks to adjust to their new locations.

The principals and staff members at the schools to which the teachers were sent were encouraged to be as helpful as possible. Prior commitments and vacations of both the administrators and teachers limited the time for conferences and assistance.

On August 16 the superintendent announced that the day of August

20 had been designated as an in-service day for transfer teachers. (August 20 was the Friday before the Monday school would start). The teachers were told they would be paid a fifteen-dollar stipend ($15) for a five-hour day. Attendance was optional. Heads of departments who were reassigned had the option of working and being paid for two additional days. Because of previously made plans, several teachers did not take advantage of the extra day.

In addition to the day for in-service and conference with their new principal (or colleagues), the teachers were given an opportunity to meet with central office staff members to discuss their transfers and any anticipated needs or concerns. Records of these meetings seem to indicate it was too near the beginning of the school year for teachers to pursue any concerns in an in-depth manner at that time.

On August 23, 33 white elementary experienced teachers transferred to what have already been defined as inner-city schools. Thirty-two of the 33 were women. Approximately five other teachers who were to be relocated resigned prior to the opening of school. The study reported here is primarily of these 33 teachers who were cooperative and generous enough to answer questions about their experiences. The limitation imposd by the fact that the sample was comparatively small was offset, the writer suggests, by the advantage it allowed of a "case study" approach.

Limitations of the Study

As in all research, this study has its limitations. Kerlinger (1965) points out that it is impossible in *ex post facto* research—that is, research not based on an experiment anticipated and planned in advance—to manipulate independent variables. Therefore, the investigator must be careful not to state or imply causal relationships when in fact more than one variable might have been responsible for various outcomes. In like manner, the researcher must not make "ex post facto" conclusions. Rather, he must carefully collect his data, organize them, and suggest possible conclusions, always allowing for alternative interpretations.

Although *ex post facto* research has its limitations, there is a need for it. Daniel E. Griffiths (1959) has suggested there is definite need for the increased use of observational and descriptive investigation in education. Indeed, the understandable reluctance of people to serve as "guinea pigs" in controlled experiments often leaves the behavioral researcher only the choice of the after-the-fact approach.

Ex post facto research, as well as experimental research, has another limitation. Kerlinger (1965) notes that there is always the risk of improper interpretation. This danger is ever present.

The researcher was also aware that anxiety, lack of concern or other variables may have exerted various pressures on those who responded. A conscious effort was made to gain the teachers' confidences and remove or diminish possible threats. The interview questions and the actual face-to-face interviews were structured so that no teacher had

to answer any question unwillingly. Furthermore, the teachers were assured that their individual responses would be kept confidential and care taken so that no teacher's response could be linked to that teacher by knowledgeable educators in the Kentucky District. The teachers were also assured that no question had a correct or an incorrect answer.

Finally, there is the possibility that characteristics common to culture shock (e.g., frustration, depression, etc.) were manifestations of something other than culture shock. A death in one's immediate family or financial problems are just two examples. Efforts were made to make a distinction between culture shock symptoms and disturbances related to other factors. Often the distinctions were arbitrary, resulting from the need to classify information for discussion purposes.

In order to minimize the above-mentioned limitations several procedures were followed. The research developed only after careful review of related literature was undertaken. The support of the teachers was gained through informal presentations of the proposed project to small groups of the teachers at a time. Cross checks were made of the data to determine that the responses for each teacher were consistent, and a data code sheet (see Appendix D) insured a systematic procedure for processing the data. A more detailed account of the procedures used follows in Chapter II.

Significance of the Study

Little information has been gathered about culture shock and how it affects those who encounter it. Less is known about its influences on inexperienced teachers who teach in alien sub-cultural settings for the first time. Virtually nothing has been done to determine how experienced (and usually older) teachers are affected by culture shock when transferred to teach in an alien subculture.

During the past decade, and especially the years since the enactment of the Elementary and Secondary Education Act of 1965, more money has been available from local, state and federal sources to study and, hopefully, improve the quality of education in the nation's schools. Several large cities, with the help of colleges and universities, have attempted to develop programs which will improve the teaching and educational programs in the inner-city schools.

A review of the literature reveals that the majority of programs aimed at helping teachers adjust to inner-city schools are for the neophyte teachers who are completing their undergraduate teacher training. Little has been done to assist and prepare experienced teachers who are involuntarily transferred to inner-city schools.

It was hoped that this study might identify the problem of culture shock as it affects experienced teachers transferred to inner-city schools. From the findings, the writer suggests how culture shock might perhaps be minimized. Recommendations for teacher education programs are made which should help experienced transfer teachers adjust more readily and easily to their new teaching situation.

Recommendations are also made which should help staff members of large school systems be better prepared to meet the needs of teachers who are transferred to different schools in that system.

Research on culture shock might be significant to pupils. If a transfer teacher can be made aware of the symptoms of culture shock and how to deal with its symptoms, he should be able to conquer culture shock with greater speed and ease. If so, the pupils will be less subject to the teacher's problems and more likely to have a positive attitude toward school.

Finally, as this study demonstrates that transfer teachers do experience culture shock, it raises related questions which should become open to investigation: Do students experience a type of culture shock when taught by teachers who have a different cultural background? In this age of teacher and student mobility, do teachers and pupils experience some culture shock when they enter a school that is different from the one they previously attended? Do students entering a college or university for the first time experience some culture shock?

CHAPTER II

HYPOTHESES, RATIONALES, AND METHODOLOGY

Very generally it was expected that the study would determine whether the selected transfer teachers experienced culture shock and, if they did, the effects such culture shock would have had on them. Specifically, it was expected the study would verify, modify or challenge the following hypotheses generated from a review of the pertinent literature.

A. Teachers who are placed in a different subculture experience some culture shock.

Foster (1962, quoting Oberg) suggests that all people who visit outside their own culture for an extended period of time experience some degree of culture shock. Fuchs (1969, 1970) suggests teachers transferred to a different subculture, such as a suburban teacher sent to an inner-city school, experience a phenomenon which is surprisingly similar to the concept anthropologists call culture shock.

B. The intensity of culture shock experienced varies from teacher to teacher.

Foster (1962) writes, "Individuals differ greatly in the degree to which culture shock affects them." Fuchs (1969, 1970) and Havighurst (1966) described how various teachers each react differently to culture shock.

C. The duration of culture shock varies among teachers.

Foster (1962) suggests the time each teacher experiences culture shock varies, pointing out there are four distinct stages of culture shock. It may last from three months to a year. Fuchs (1969, 1970) illustrates by describing one teacher who experienced a lengthy period of culture shock and another who experienced a short period.

D. Those teachers who have taught in fewer schools experience greater culture shock than teachers who have taught in more schools.

Each school has its own particular way of doing things. Although the subculture of schools may be similar, it is unlikely that any schools would have exactly the same subculture. Therefore, the teacher who has been in several schools and experienced several slightly different subcultures will accept the differences in the inner-city school more readily and easily than the teacher who has had limited experiences with different subcultures.

E. Those teachers who have been in one school for a long period of time will experience greater culture shock than those who have been in one school for shorter periods of time.

The rationale for this hypothesis is similar to that of assumption D. The longer a teacher is in one school, the more accustomed she gets to the culture of that school. The teacher, on the other hand, who has been in that school only a short period of time, has not become so routinized and should experience less culture shock when transferred.

F. Older teachers will experience greater culture shock than younger teachers.

This view was not evident in the literature. However, it seems probable that if a 32-year-old teacher and a 60-year-old teacher were transferred, and each had 10 years teaching experience, the older teacher would have greater culture shock. The older teacher, of course, has been exposed to her culture for the longer time. It seems probable that her expectations, beliefs, values and customs would be less amenable to change than those of the younger teacher.

G. Those teachers who resisted the transfer the most will experience greater culture shock than those who resisted it least.

Teachers who resisted their transfer most not only have to contend with culture shock, as will all teachers, but their resistance will probably increase the chance that they will magnify the differences and difficulties when they occur. This magnification is expected to compound the problems and intensify the culture shock experience.

H. Teachers in grades four, five, and six will experience greater culture shock than those teachers in grades one, two and three.

Again, this hypothesis was not evident in the literature. However, by definition, culture is learned. Children in grades one, two and three have not been exposed to their culture as long as those in grades four, five and six. It seems probable that such things as language patterns (especially the use of obscenities) and behavior patterns (especially negative behavior patterns) will be more evident in the upper grades and be one of the traits related to culture shock. Foster (1962) suggests language problems are related to culture shock. Fuchs (1969, 1970) and Havighurst (1966) give evidence that the use of obscenities and acts of misbehavior (at least so interpreted by the teachers) relate to culture shock.

I. The absentee rate will be greater for those teachers who experience the greatest culture shock.

Fuchs (1969, 1970) cites examples in which teachers experiencing intense culture shock want to be left alone and desire encounters with people who are "their own kind." Oberg (in Foster, 1962) suggests culture shock is a mental illness (p. 187). Characteristics of culture shock include severe emotional or physical stress, hysteria, a state of near collapse, pain, etc. It is anticipated that those who experience these characteristics will be absent from school for these and related reasons.

J. The greater the culture shock experienced by a teacher, the greater the chance that that teacher will resign, retire or seek a transfer.

Both Fuchs (1969, 1970) and Havighurst (1966) suggest this may occur. Both indicate that the teacher shortage has been greater in the inner-city schools, due in a large measure to teacher transfers, resignations and retirements. It seems likely that the culture shock experience may influence these moves.

K. The four stages of culture shock—a period of euphoria, a crisis period, a period of recovery, and a full period of recovery—will have been experienced by some of the teachers.

The four stages were suggested by Foster (1962). The researcher is aware that the euphoric stage may not be as apparent in transfer teachers as Foster described it. Going to a foreign country would presumably cause greater elation and enthusiasm than going to an inner-city school. Fuchs (1969) refers to the euphoric period as the "Honeymoon Period" in writing about inexperienced teachers (pp. 3-14). It is further anticipated that most teachers will experience some euphoria, but in teachers who strongly resisted the transfer, the intensity will be minimal.

L. Not all of the teachers will have experienced all four stages of culture shock.

Because the study is being carried out halfway through the year, it is apparent that not all teachers will have experienced all four stages of culture shock. Some may still be experiencing the earlier stages of culture shock.

M. Each teacher will react to culture shock and attempt to cope with culture shock in a manner that is unique to herself.

Fuchs (1969) and Havighurst (1966) cite examples of teachers experiencing culture shock. In each case, each teacher reacts to and copes with culture shock somewhat differently. It is expected that the study will reveal that patterns of reacting to and coping with culture shock are somewhat similar for all the teachers studied, but will vary in specifics from teacher to teacher.

N. Teachers will not be aware of the phenomenon of culture shock, especially as it relates to their transfer.

The term culture shock is relatively new. It is further assumed that most of the transfer teachers have never heard the term or at least could not define culture shock clearly. It is further assumed that those teachers who were familiar with the term culture shock, used it as anthropologists have used it—referring to the culture shock one experiences when going overseas or visiting a foreign country. The term culture shock has been used so sparingly in educational literature that it seems improbable that the transfer teachers would have applied it to their own experiences.

O. Once culture shock has been explained to the teachers, they will relate culture shock to their own experiences.

In the case of the Kentucky District teacher who experienced culture shock (cited in Chapter I), that is what happened. She knew her experience was frightening, frustrating, and fatiguing but she blamed herself. She had no knowledge of the term culture shock. However, when she was told about culture shock, she was able to identify her experience as culture shock and add valuable insights about it.

P. The teachers will offer varied suggestions as to how culture shock might be minimized.

If the teachers have experienced culture shock as predicted, they will have insights as to how culture shock can be minimized. Not all of their suggestions can be anticipated here. However, for example, it is assumed that the transfer teachers will state that had they been familiar with the nature and symptoms of culture shock prior to their transfer, they would have been able to anticipate and minimize some of the problems and/or frustrations they encountered.

Q. The teachers' responses will indicate that their preconceived beliefs about inner-city schools and children were rather inaccurate.

This hypothesis is not directly related to culture shock. However, literature about teaching in inner-city schools often states that new teachers in inner-city schools find the conditions much different (and often better) than they anticiapted (Passow, ed., 1963, Havighurst and Lavine, 1971).

The Transfers Selected

As explained, a total of 33 white elementary teachers were involuntarily transferred to six Kentucky District inner-city schools during the summer of 1971. All 33 of these teachers were included in this study.

Black elementary teachers of the district also involuntarily transferred to suburban schools were not included in the study because, although it is a reasonable assumption that they face problems of culture shock also, they probably faced different problems in the schools to which they were transferred than did their white counterparts. As worthy as such research obviously would be, it was left for future studies.

The research was limited to these 33 teachers for several reasons. It was decided that the total number of teachers selected for the study should be relatively small in order that in-depth interviews could be conducted. In addition, other involuntary transfer teachers were not included because it was thought their reactions to the transfer would be influenced by different variables. For instance, it was thought the problems faced by junior high or senior high transfer teachers would be different from those faced by elementary teachers.

Data Collection

Data were collected in three main ways. First, each teacher was asked to respond in writing to a written, structured questionnaire (see Appendix A). This was to provide demographic data as well as answers to 19 questions. All except one of these questions, which may also have included sub-questions, were open-ended, straightforward and direct. No questions were intended to be threatening. In like manner no "trick" questions or deceitful questions were asked.

Following the return of the written questions and answers, the researcher took the responses and drew up additional questions related to the answers which would clarify or amplify the written responses.

Interviews were set up with each teacher. They were conducted at a time and place suggested by the teacher. A minimum of one hour (and usually two) was allotted for each interview.

At the close of the interview each teacher was given a Culture Shock Scale to complete (see Appendix B). The teachers had the option of returning the scale at that time or at their convenience through the mail. The scale took only minutes to complete.

The Culture Shock Scale was constructed to help verify the information resulting from the interviews.

A review of the literature and appropriate sources revealed that there were no ready-made tests for measuring culture shock. Therefore, a Likert-type scale using the culture shock symptoms described by Bock (1970), Foster and Oberg (1962), Fuchs (1969, 1970), and Havighurst (1966) was constructed.

The instrument was checked by four university educators and two public school educators for content, ambiguity, and face validity. The responses to the culture shock scale closely paralleled the teachers' responses to the interview questions. In most cases, the teachers rated themselves lower on the Culture Shock Scale than they did during the interview.

A fourth data source unexpectedly developed. Some eight to ten teachers contacted the researcher following the interview by notes or telephone to expand or clarify statements expressed earlier. In addition, informal discussions with the principals and/or colleagues of the teachers —especially carefully guarded against betrayal of confidences—often verified the researcher's initial impressions.

The Interview Questionnaire

The interview has many characteristics in its favor. Kerlinger (1965) states, "The best examples of survey research use the personal interview as the principle method of gathering information. This is accomplished in part by the careful and laborious construction of a schedule or questionnaire (p. 395)." He continues, "A major [favorable] point of such factual questions is that the respondent presumably knows a good deal about his own actions and behavior" (p. 396).

Kerlinger (1965) suggests seven criteria in writing questions for the interview. He states that the questions should (1) relate to the research problem and research objectives, (2) be the type which is most appropriate for the information needed, (3) be clear and unambiguous, (4) not "lead" the respondent to give a certain answer, (5) not demand knowledge and information that the respondent does not have, (6) require personal or delicate material that the respondent may resist, and (7) not be loaded with social desirability (pp. 473-475).

Kerlinger's suggestions were followed in this research. Extra care was taken, as Kerlinger suggests, when asking questions which demand personal or delicate answers. For instance, the teachers might have resisted questions which asked about the frustrations and anxieties of their new job. They might have been hesitant to answer detailed questions about collegial relations and family concerns. Therefore, the questions were held until late in the interview and the researcher had, as much as possible, explained culture shock and gained the teacher's confidence that responses would be confidential.

Kerlinger (1965) writes of the strengths of interviewing:

> The interview is probably man's oldest and most often used device for obtaining information. It has important qualities that objective tests and scales and behavioral observations do not possess. When used with a well-conceived schedule, an interview can obtain a great deal of information; it is flexible and adaptable to individual situations, and it can often be used when no other method is possible or adequate [p. 467].

It [the interview] . . . is uniquely suited to exploration in depth [p. 475].

> The best instrument for sounding peoples' behavior, future intentions, feelings, attitudes, and reason for behavior would seem to be the structured interview schedule coupled with an interview schedule that includes open-end, closed and scale items [p. 476].

Kerlinger's endorsement of the interview must not be allowed to lull the researcher into carelessness. In particular, efforts were made in this research to eliminate or minimize the possibility of the overt or covert expression of researcher cues. Besides attempting to control expressions or verbal responses which would cue the teachers in on "correct" or "acceptable" responses, the use of the open-ended interview questions and pre-determined follow-up questions helped minimize this ever-present possibility. At best, in this research it can be said that positive efforts were made to reduce such possibilities.

Data Treatment

Some of the hypotheses to be tested in the study were easily accepted or rejected on the basis of simple data. For instance, the hypothesis

about pre-knowledge of culture shock was quickly accepted or rejected by counting the "yes" and "no" responses of the teachers.

Conclusions about other hypotheses were more complex. The hypothesis that all teachers experienced culture shock required complex data analysis. Virtually all of the data and responses collected had to be examined. The responses to both the interview questions and the Culture Shock Scale held the answers. The teacher who rated herself as having extreme frustration, behavior problems, and periods of depression on the Culture Shock Scale and during the interview reported that she dreaded going to school and did not understand the children, obviously experienced culture shock. Determining the degrees of culture shock was a much more difficult task.

A carefully planned, structured data analysis table was useful in sorting and analyzing the data (see Appendix C).

In addition, two statistical programs were used to treat a portion of the data. Using the computing center at the Universtiy of Kentucky, a NUCROS program to determine chi square values and a CORMAT program to determine simple correlations were performed (*Statistical Library for the S/360 Program*, 1970). The programs were to be used to help analyze demographic data and responses to the Culture Shock Scale. It was determined from the NUCROS program that there was a uniformity of responses to the data and that the population selected had a normal distribution of age, number of schools assigned, experience, etc. The Mann-Whitney U test was also used to examine appropriate hypotheses. The CORMAT program was used to study various relationships, especially those generated from the Culture Shock Scale. These scores are reported in Appendix C.

Finally, the data obtained from the teachers were accepted at face value. Checks were made to see that their responses were consistent, but little or no effort was made to correct statements that were not absolutely correct—especially concerning the mechanics of the transfer.

CHAPTER III

DATA ANALYSIS AND INTERPRETATIONS

As previously mentioned, 33 teachers were initially transferred to nine inner-city elementary schools in Kentucky District during summer of 1971. By January, 1972, only 28 transfer teachers remained in six inner-city schools. A change in school enrollment and pregnancies and/or resignations had reduced the number by five. Of these, all were subsequently interviewed. Twenty-five of the 28 also completed and returned the Culture Shock Scale. Twenty-five of the 28 not only were interviewed but also completed the written responses to the interview questions. The three others did not write their answers to the interview but did cooperate during the face-to-face interview. (See Table 1.)

The Hypotheses

Hypothesis A

> Teachers who are placed in a different subculture will experience some culture shock.

This hypothesis was confirmed. The degree that each teacher experienced culture shock varied greatly. At least 26 of the 28 teachers experienced culture shock. At one end of the continuum, an experienced primary teacher who said she likes to teach, stated, "I am completely frustrated. Nothing has worked. Things that worked before don't work now. I haven't been happy here because I don't belong here."

She continued, "The noise of the children at first drove me mad. It was very disturbing . . . like a zoo."

Then, "I hated every day. I dreaded every day. If I have to fight and yell at the children . . . if this is what teaching is, I want no part of it."

There is no doubt that this primary teacher experienced culture shock. On the Culture Shock Scale she indicated that she was extremely frustrated and faced discipline problems from August through March, the time of the interview. She also reported being greatly depressed, irritated at strange situations, emotionally distressed, near exhaustion, and having a host of other negative characteristics common to culture shock.

At the other end of the continuum were two teachers who experienced very slight, if any, culture shock. These young teachers, both specialists, adjusted quickly and smoothly to their new schools. Both were enthusiastic about their transfers and expressed elation, exhilaration and self-satisfaction about their new positions. Both were more than moderately challenged by their assignments.

TABLE 1
BACKGROUND DATA OBTAINED FROM TRANSFER TEACHERS

Teacher Code	Age*	School Assignment	Years Teaching Experience	Years at Prior School	Number of Schools Taught in	Future Plans**
A	30	S[a]	5	1	4	1
B	25	I[b]	2.5	1	1	3
C	51	P[c]	10	4	4	3
D	30	S	5.5	.5	3	1
E	34	I	10	4	3	3
F	45	S	7	6	2	1
G	24	S	2	2	1	1
H	39	P	5.5	5.5	1	3
I	43	P	17	4	4	3
J	44	I	22	5	3	3
K	51	S	18	6	3	2
L	24	I	1	1	1	1
M	28	P	2	1	2	3
N	35	P	16	5	2	1
O	67	S	23	7	3	1
P	43	S	17	5	5	3
Q	50	P	21	19	5	2
R	39	P	13	2	6	3
S	42	P	12	9	2	1
T	32	S	2	1	2	1
U	23	P	1	1	1	3
V	62	P	17	14	3	3
W	61	S	10	1	3	2
X	46	P	9.5	3	6	1
Y	33	S	9	9	1	3
Z	30	S	3.5	2	2	1
AA	25	I	2	2	1	3
BB	48	P	26	3	7	3

* Age as of June 1, 1972.
a = Specialist (music, library, physical education, special ed.)
b = Intermediate teacher
c = Primary teacher

** Plans
1 = Remain at present school
2 = Undecided
3 = Seek a transfer, retire, resign

Of the 28 teachers studied, the analysis reveals that 19 teachers experienced severe culture shock. A total of seven others experienced moderate culture shock, and two experienced very slight, if any, culture shock (see Tables 2 and 3).

Each teacher's total score for both sections of the Culture Shock Scale is presented in Table 2. As noted in the table, positive scores were those responses which are considered desirable—e.g., challenged, enthusiastic, etc. Negative scores were those that are considered undesirable, e.g., frustrated, felt rejected, etc. Table 3 presents the total negative scores and the total negative percentages for each teacher. It was from these scores, as well as from interview data, that the three

TABLE 2
TOTALS, CULTURE SHOCK SCALE

Teacher Code	1-5 Scale[a]		Months[b]		Positive, Negative Totals[c]		Positive, Negative Percentages[d]	
101	+ 5	–47	+ 8	– 36	+13	– 83	13%+	87%–
102	+11	–45	+12	– 38	+23	– 23	22%+	78%–
103	+ 7	–15	+10	– 55	+17	– 70	20%+	80%–
104	+24	– 2	+ 4	– 3	+28	– 5	85%+	15%–
105	+10	–39	+17	– 34	+27	– 73	27%+	73%–
106	+ 5	–34	+ 2	– 28	+ 7	– 62	10%+	90%–
107	+12	– 5	+23	– 3	+35	– 8	81%+	19%–
108	+11	–92	+10	– 53	+21	–145	13%+	87%–
109	Culture Shock Scale Not Returned							
110	+13	–50	+ 4	– 27	+17	– 77	18%+	82%–
111	+ 6	–76	+ 5	– 96	+10	–172	6%+	94%–
112	+10	–29	+ 4	– 12	+14	– 41	25%+	75%–
113	+18	–75	+15	– 32	+33	–107	24%+	76%–
114	+12	–39	+ 5	– 18	+17	– 57	23%+	77%–
115	Culture Shock Scale Not Returned							
116	+ 5	–57	+ 2	– 50	+ 7	–107	6%+	94%–
117	+ 9	–52	+ 4	– 34	+13	– 86	13%+	87%–
118	+32	–26	+23	– 18	+55	– 44	56%+	44%–
119	+20	–22	+35	– 2	+55	– 24	70%+	30%–
120	+14	–20	+20	– 0	+34	– 20	63%+	37%–
121	+13	–10	+ 4	– 5	+17	– 15	53%+	47%–
122	+10	–39	+ 5	– 44	+15	– 83	15%+	85%–
123	+ 9	–27	+ 7	– 46	+16	– 73	18%+	82%–
124	+21	–24	+18	– 15	+39	– 39	50%+	50%–
125	Culture Shock Scale Not Returned							
126	+12	–42	+ 0	– 15	+12	– 57	17+%	83%–
127	+19	–36	+29	–125	+48	–161	23+%	77%–
128	+ 0	–55	+ 0	–104	+ 0	–159	0%+	100%–

Positive scores were items marked such as *challenged, enthusiastic,* etc.
Negative scores were items marked such as *frustrated, felt rejected,* etc.
a = Total positive and negative scores from Likert Scale on Culture Shock Scale (see Appendix B).
b = Total positive and negative scores from months on Culture Shock Scale.
c = Total scores from both Likert Scale and Months on Culture Shock Scale.
d = Total negative scores divided by total scores equal negative percent. Teacher coded 101, for example, would be –83 ÷ 96 = –87%).

categories of culture shock were determined. Teachers were said to have experienced *severe* culture shock if their total negative percentages were greater than 70 percent and their responses to the interview questions corresponded to their Culture Shock Scale scores. In like manner, a total negative score of less than 70 percent but more than 30 percent with corresponding responses on the interview questions was classified as *moderate* culture shock. Those teachers whose negative percentage was less than 30 and had corresponding responses on the interviews were determined to have experienced *slight,* if any, culture shock.

Hypothesis B

The intensity of culture shock will vary from teacher to teacher.

TABLE 3
NEGATIVE SCORES, NEGATIVE PERCENTAGES
FOR CULTURE SHOCK SCALE

	Teacher Code	Total Negative Scores	Total Negative Percentages
	128	–159	–100%
	111	–172	– 94%
	116	–107	– 94%
	106	– 62	– 90%
	101	– 83	– 87%
	108	–145	– 87%
	117	– 86	– 87%
	122	– 83	– 85%
	126	– 57	– 83%
	110	– 77	– 82%
	123	– 73	– 82%
	103	– 70	– 80%
	102	– 83	– 78%
	114	– 57	– 77%
	127	–161	– 77%
	113	–107	– 76%
	112	– 41	– 75%
	105	– 73	– 73%
Severe	125	Did not return Culture Shock Scale*	
	124	– 39	– 50%
	121	– 24	– 47%
	118	– 44	– 44%
	120	– 20	– 37%
	119	– 24	– 30%
	109	Did not return Culture Shock Scale*	
Moderate	115	Did not return Culture Shock Scale*	
	107	– 8	– 19%
Slight	104	– 5	– 15%

* Position placement on table determined by comparing responses on interviews to the responses of teachers who had completed both the interviews and the Culture Shock Scale.

The hypothesis was confirmed. As discussed for the first hypothesis, the intensity of culture shock varied from being extremely high to being virtually non-existent. Generally, however, the majority of the teachers experienced severe culture shock. Nineteen, or 68 percent of the 28 teachers, experienced severe culture shock. Another seven, or 25 percent, experienced moderate culture shock. Only two teachers, or seven percent, experienced slight, if any, culture shock.

Of interest, but not earlier hypothesized, was the fact that the transfer teachers as a group did experience the greatest culture shock at the beginning of the school year, during August and September. Both Foster (1962) and Fuchs (1969, 1970) suggested that the "crisis period" of culture shock could be expected fairly soon after one arrives on the scene. (See Table 4.)

In October and November the symptoms of culture shock had

TABLE 4
MONTHLY TOTALS FOR CULTURE SHOCK SCALE

	Aug.-Sept.	Nov.-Dec.	Jan.-Feb.	April
Total Positive Scores	+ 66	+ 71	+ 60	+ 21
Total Negative Scores	-294	-153	-218	- 21
Total Positive Percentage	+ 18	+ 32	+ 22	+ 50
Total Negative Percentage	- 82	- 68	- 78	- 50

moderated slightly for the transfer, but just before Christmas these symptoms again intensified. One specialist stated, for example, "I missed only one day at school this year. That was the day before the Christmas holiday, and I was exhausted."

The intensity of culture shock increased for some of the teachers in January and February. In addition, a major disagreement about school activities at one school may be assumed to have caused the total scores for the two months to be higher.

By April, the symptoms of culture shock had diminished noticeably compared to August and September for most of the teachers.

Hypothesis C

The duration of culture shock will vary among teachers.

This hypothesis was confirmed. Of the seven teachers who experienced mild to moderate culture shock, their culture symptoms were, for the most part, absent by the Christmas vacation. Of those teachers who experienced more than moderate to extreme culture shock, their symptoms continued on through January and February.

It was apparent during the interviews that those teachers who experienced the greatest culture shock would probably experience culture shock symptoms for the entire school year.

TABLE 5
NUMBER OF PRIOR SCHOOLS TAUGHT IN AND SEVERITY OF CULTURE SHOCK

	Severe	Moderate	Slight
Few Schools	10	3	1
Many Schools	9	4	1

Teachers who taught in two schools or less were classified as having been in few schools. Those who taught in three or more were classified as having taught in many schools.
Using the Mann-Whitney U Test–U = 57, $\leq$ 61 (one-tailed test at .05 level), and hypothesis D is sustained.

Hypothesis D

Those teachers who have taught in fewer schools will experience greater culture shock than teachers who have been in more schools.

This hypothesis was sustained. The number of schools a teacher had taught in had significant bearing on the degree of culture shock experienced (See Table 5). Ten teachers who each had been in two schools or less experienced severe culture shock. Nine teachers who had been in three or more schools (as many as seven) also experienced severe culture shock. Three teachers who had been in few schools experienced moderate culture shock as compared to four who had been in many schools. Only one teacher from each category experienced slight culture shock.

Hypothesis E

> Those teachers who have been in one school for a long period of time will experience greater culture shock than those who have been in one school for shorter periods of time.

This hypothesis was not sustained. The number of years a teacher taught at her prior school had no apparent relationship to the degree of culture shock experienced (see Table 6). Of those teachers who were at their schools a short period of time, 11 experienced severe culture shock, five, moderate, and two slight culture shock. Those at their prior school a long period of time had similar experiences. Eight were classified in the severe column and two in the moderate column.

TABLE 6
NUMBER OF YEARS AT PRIOR SCHOOL AND SEVERITY OF CULTURE SHOCK

	Severe	Moderate	Slight
Short Period	10	5	2
Long Period	9	2	0

Teachers who had been in their prior schools four years or less were classified as having been at their prior school a short period of time. Teachers who were at their prior school five years or more were classified as having been there a long period of time.
$U = 65, \geq 57$ (one-tailed test at .05 level), and hypothesis E is non sustained.

Hypothesis F

> Older teachers will experience greater culture shock than younger teachers.

TABLE 7
AGE AND CULTURE SHOCK

	Severe	Moderate	Slight
Older	9	5	0
Younger	10	2	2

The mean age for all the teachers was 38.1. The younger teachers as a group were less likely to experience severe culture shock than the older teachers.
$U = 21, \leq 61$ (one-tailed test at .05 level), and hypothesis F is sustained.

This hypothesis was sustained. The mean age for all of the teachers was 38.1 years. Fourteen were older than 38 and 14 were younger. The number of severe, moderate and slight cases of culture shock was fairly evenly distributed between both groups (see Table 7).

The data do suggest that when older teachers and younger teachers both experience severe culture shock, the degree of intensity was greater for the older teachers. On a severity of culture shock continuum, the older teachers tended to score on the upper three-fourths of the continuum and the younger on the lower three-fourths of the continuum (see Figure 1).

FIGURE I
SEVERE CULTURE SHOCK AND AGE

	Age	C.S. Score	Age	
		100	48	
		94	51, 43	
		90	45	
	30	87	50, 39	
		85	62	
Teachers	30	83		Teachers
38 and		82	61, 51	39 and
Younger	25	78		Older
	35, 25	77		
	28	76		
	24	75		
	34	73		
	33	Did not return Culture Shock Scale		

The mean age for all teachers was 38.1. It is apparent that there was a significant difference between the teachers' ages and the severity of culture shock. Older teachers experienced the most severe culture shock.

Hypothesis G

> Those teachers who resisted the transfer the most will experience greater culture shock than those who resisted it the least.

This hypothesis was not sustained at the .05 level although the difference was definitely in the direction of the hypothesis. Those who resisted the transfer experienced either severe or moderate culture shock. Two who did not resist experienced slight, if any, culture shock (see Table 8).

It is apparent that the degree of resistance varied for each teacher. One teacher resisted, for example, by seeking out a central office staff member who had little power to help that teacher. Another went directly to the superintendent. Both were subsequently transferred.

It was also apparent from the interviews that more had wanted to protest their transfer but did not do so because they felt such action might jeopardize their relations with their new principal (if they were transferred anyway) or with central office staff members.

TABLE 8
RESISTANCE TO THE TRANSFER AND CULTURE SHOCK

	Severe	Moderate	Slight
No Resistance	9	6	2
Resistance	10	1	0

All eleven teachers who resisted the transfer experienced severe or moderate culture shock. Those who did not resist the transfer appeared to fall into any of the three classifications at random.
$U = 58, \geq 57$ (one-tailed test at .05 level), and hypothesis G is not sustained.

It is interesting to note that the seven teachers who had the lowest scores on the Culture Shock Scale did not resist their transfer. Five out of eight teachers with the highest scores on the Culture Shock Scale did resist their transfer.

Hypothesis H

Teachers in grades four, five, and six will experience greater culture shock than those teachers in grades one, two, and three.

This hypothesis was not sustained. In fact, the reverse was the more likely tendency. The severity of the culture shock experienced by the primary teachers in that category tended to be greater than that of the five intermediate teachers in the same category. Slight culture shock was experienced by neither group. (See Table 9.)

TABLE 9
PRIMARY AND INTERMEDIATE TEACHERS AND CULTURE SHOCK

	Severe	Moderate
Primary	7	5
Intermediate	5	6

Primary teachers tended to experience greater culture shock than intermediate teachers. Of those teachers who experienced severe culture shock, the primary teachers tended to be at the upper limits of the continuum and the intermediate teachers at the lower end.
$U = 30, \geq 13$ (one-tailed test at .05 level), and hypothesis H is not sustained.

It was interesting to note that, although the observation, was not hypothesized, the specialists seemed to experience the greatest culture shock as a group.

The culure shock of the specialists can be readily explained. Most of these teachers had to teach all of the children enrolled in a single school. In the larger schools this means dealing with as many as 700 pupils. The primary or intermediate teachers usually had to work with only 20 to 35 students. In addition, those specialists who taught special education classes (the retarded) taught children across grade levels who often had social and emotional problems as well as educational limitations.

The fact that primary teachers generally experienced greater culture shock than the intermediate teachers cannot be as readily explained. The data generally reveal that the older primary teachers experienced greater culture shock than the young primary teachers. They also indicate that the more experienced teachers felt greater culture shock than the less experienced teachers.

It will be recalled from Chapter II that this hypothesis was generated from the belief that, since culture is learned, the upper-grade children would have learned more negative behavior patterns, and therefore, their teachers would experience greater culture shock.

In reality, the transferred primary teacher discovered that many of the negative behavior patterns were readily apparent in the younger children. The primary teachers generally indicated the primary children were noisy, restless, lacking in discipline and respect, often dirty or poorly clothed, and not inclined to study or take an interest in their school work. The assumption that intermediate students are more closely identified with their own cultures than primary children was probably inaccurate.

Hypothesis I

> The absentee rate will be greater for those teachers who experience the greatest culture shock.

The hypothesis is not sustained. The Mann-Whitney U test, one-tailed test indicated that the absentee rate and culture shock relationship may have happened by chance (see Table 10).

TABLE 10
DAYS ABSENT AND SEVERITY OF CULTURE SHOCK

Days Missed	Severe	Moderate	Slight
6 or more	8	2	0
5 or less	9	5	2

Seven teachers who experienced severe culture shock missed six or more days as of April 1, 1972. Nine who experienced severe culture shock missed five days or less. Data were not obtained from two teachers.
$U = 66, \geq 48$ (one-tailed test at .05 level), and hypothesis I is not sustained.

Several teachers reported that they dreaded going to school each day, but their absentee rate was no greater nor less than those teachers who experienced little culture shock. The average absentee rate for all teachers up to April was 5.2 days missed. The 17 teachers who experienced the greatest culture shock averaged 5.3 days missed. Those seven who experienced slight to moderate shock averaged 4.6 days missed. The two teachers with the least culture shock missed on the average 6.0 days each.

One teacher who experienced extreme culture shock may have ex-

plained why the teachers who experienced extreme culture shock did not miss many days. She stated that it was easier to go to school and teach even if one was sick than to try to regroup and regain control of the class after a substitute teacher had taught in her room.

A second possibility is that a teacher who is having a difficult time would rather teach even if she is sick than allow the substitute to see and pass on to the other teachers knowledge about the existing classroom situation.

Hypothesis J

> The greater the culture shock experienced by a teacher, the greater the chance that that teacher will resign, retire, or seek a transfer.

Statistically, the hypothesis was not sustained (see Table 11). Confounding the analysis was the realization that some of the teachers interviewed were reluctant to make a definite commitment at that time for fear the principal or central office staff members would hear of it, and consequently their careers—or at least their reputations—might be jeopardized.

TABLE 11
FUTURE PLANS AND CULTURE SHOCK

	Severe	Moderate	Slight
Seek transfer, resign, retire	11	3	0
Remain at present school	7	3	2

Eleven teachers who experienced severe culture shock planned to seek a transfer, resign or retire as of April, 1972. Seven who experienced severe culture shock planned to remain at their present school. Data were not obtained from two teachers.
$U = 60, \geq 51$ (one-tailed test at .05 level), and hypothesis J is not sustained.

Only four of the 19 teachers who experienced severe culture shock definitely planned to return to that school in the fall. Of the seven who experienced mild to moderate culture shock, five indicated they would remain at their present position. The two teachers who experienced the least culture shock both planned to remain in the same school.

The face-to-face interviews revealed that the majority of the teachers who experienced the greatest culture shock did not want to return to their present schools.

On the other hand, there was the possibility, too, that some of the teachers might have changed their minds toward the end of the school year if their culture shock greatly diminished.

Hypothesis K

The four stages of culture shock—a period of euphoria, a crisis

period, a period of recovery, and a full period of recovery—will have been experienced by some of the teachers.

This hypothesis was confirmed. All four stages of culture shock were experienced by some of the teachers. Generally, however, the majority of teachers did not experience a period of euphoria.

The lack of euphoria is not surprising and was predicted. When Foster and Oberg (1962) wrote about the symptoms of culture shock they were writing about people who traveled to distant countries.

In this case, however, the teachers were involuntarily transferred to schools in the same county. It should not be surprising that these transferred teachers showed little elation, exhiliration or enthusiasm. Generally, their transfer was from relatively new buildings to old city schools.

Yet, some teachers did experience mild euphoria because of the transfer. These teachers, generally, were not completely happy or satisfied in their previous schools. They found in the transfer a chance to get "a fresh start" and face "new challenges." At least two or three teachers felt their efforts would be more appreciated in the inner-city schools.

The crisis period, period of recovery, and full recovery period were more evident than the period of euphoria. Data from the interviews and culture shock scale revealed that the majority of teachers experienced the crisis period shortly after school began in August. By October, the initial crisis period diminished for some of the teachers.

The data reveal that there was a slight overall increase in teacher frustrations and exhaustion just prior to the Christmas vacation, which continued through March for some.

The leveling off and decreasing of the symptoms of culture shock were apparent in all schools by April.

By March and early April it was evident that at least six of the seven teachers who experienced the least culture shock were in the final or full recovery period. These six teachers had favorable attitudes toward their work and the children they taught and were planning to return to that same position for the 1972-73 school year.

Hypothesis L

Not all of the teachers will have experienced all four stages of culture shock.

This hypothesis was confirmed. As stated concerning the previous hypothesis, the majority of teachers did not experience the period of euphoria, the first stage usually associated with culture shock.

In like manner, it was apparent that some of the teachers who experienced extreme culture shock were still in the crisis stage in April and early May. It seemed probable at that time that there would be little chance for these teachers to reach the full recovery stage in the short time school would remain in session.

In short, those teachers who experienced the least culture shock and welcomed their transfer apparently experienced all four stages of culture shock. These teachers were in the minority. Most of the teachers experienced only two of the culture-shock stages, the crisis period and a partial recovery period.

Hypothesis M

> Each teacher will react to culture shock and attempt to cope with culture shock in a manner that is unique to herself.

This hypothesis was confirmed. Each teacher reacted to and coped with culture shock differently.

A primary teacher who experienced extreme culture shock coped with it in several ways. She, at first, tried to talk to her family. She noted, "I hated every day. I dreaded every day. If I didn't have a grand family I could not have taken it."

She also worked harder. She stated, "I am an enthusiastic teacher and have tried many units of study and activities to create interest. Nothing seems to work."

To relieve the exhaustion, she wrote, "I feel exhausted at the end of the day. I go to bed as early as 8:30 so I will be rested for the next day." In March, she stated, "If I am not transferred, I am seriously considering resigning."

Ultimately, this teacher did not cope well with culture shock. She believed her only alternatives were to seek a transfer or resign. Her final way of coping was to decide not to teach in 1972-73 if she was not transferred.

An intermediate teacher who also experienced severe culture shock stated that she attempted to work as best she could with the children, and through her dedication to her religious beliefs she ". . . prayed without ceasing . . ." that she would be open and freed from many tensions."

Besides seeking comfort from her religious beliefs, the teacher repeatedly expressed the belief that the board of education and the central office staff failed to accept the fact that the transfer teachers were placed in difficult situations and failed to provide concrete help for these teachers. She also sought out a close friend with whom to share her feelings and difficulties. She, too, was seriously considering leaving public education.

A primary teacher who had a relatively light case of culture shock felt her husband "really cared" and listened to her problems. Too, her entire reaction to the children was that of being positive. "I am interested in inner-city kids and would as soon work with them as others. I have a lot to learn. The first adjustment period is over—a more subtle one now exists. My class is warm and friendly. This helps."

In addition, this teacher also worked extremely hard the first five or six months of school. A "caring" husband, a positive attitude, and an

extremely hard work for five or six months apparently worked together to ease her culture shock experience.

Finally, a specialist who had a very difficult first six weeks of school coped by becoming "boss" of the situation. Formerly, she had had to do very little disciplining. At her new school, however, she found she would have to control the children or they would control her. She stated, "I [now] handle all of the disciplining myself. The children now accept me as a boss and we are able to have lessons and listening at the same time."

It was obvious that her culture shock lessened but did not entirely diminish during the year. Having an understanding person at home to listen to her problems and frustrations was also a great comfort to this teacher.

Other illustrations could be given. However, the illustrations support the hypothesis. Each teacher coped with culture shock in a manner that was unique to herself.

Hypothesis N

> Teachers will not be aware of the phenomenon of culture shock, especially as it relates to their transfer.

This hypothesis was confirmed. Of the 28 teachers studied, 13, or less than 50 percent, reported they were aware of the culture shock phenomenon. However, further questioning revealed, at best, a limited understanding of the phenomenon by many of these 13 teachers. Four or five teachers had a definite knowledge and a keen insight concerning the culture shock phenomenon.

One primary teacher who stated she was familiar with culture shock went into great detail about the good parent relationships she had in the past and how she now missed this at her new school. She obviously did not understand all of the culture shock implications.

Another primary teacher, however, explained that she had experienced anxiety, fear, frustration and emotional stress. She added, "This has been my hardest teaching year both physically and emotionally. . . . I do not feel that I have been accepted by the black students. This factor alone makes teaching difficult."

Hypothesis O

> Once culture shock has been explained to the teachers, they will relate culture shock to their own experiences.

This hypothesis was confirmed.

At the latter part of the face-to-face interviews, when culture shock had been fully explained, many, if not most, saw their own year's experience in a new light and related their experience to the culture shock explanation. Those who experienced less culture shock, of course, seemed less inclined to make such a positive identification.

A precaution must be offered, however. Those teachers who had experienced a number of difficulties during the year wanted to explain away these difficulties. The culture shock phenomenon could have been a handy scapegoat to improve one's own self-esteem and brush aside one's problems.

Nevertheless, the majority of the teachers were able to relate their experience to the culture shock explanation. One teacher said, as she related the culture shock explanation to her experiences, that the interview was worth fifty dollars—the price she would pay for a two-hour visit with a psychiatrist.

Hypothesis P

> The teachers will offer varied suggestions as to how culture shock might be minimized.

This hypothesis was confirmed. Several of the teachers' suggestions follow, in each teacher's style. A discussion of these suggestions will be dealt with later in this chapter.

1) The board of education and the superintendent should have been more aware of the difficult situation the teachers were placed in. They should have met with the teachers and offered suggestions which would have helped them. (At least one meeting of this kind was offered to all the transfer teachers.)
2) Be very strict with the children.
3) Pointers on discipline should have been given.
4) Let transfer teachers visit the school and meet the class in advance of the time she starts teaching. The visit should be in the spring if the teacher is to start in the fall. (This, of course, was impossible in this particular situation.)
5) The proper people should see that the room is clean as possible before the teachers arrive. Basic teaching supplies should be available.
6) Be more truthful about the whole situation instead of trying to make believe everything is fine.
7) Too many school "policies" are carried out inconsistently.
8) Don't expect things to be as they were at the other school. Don't "hold on" to your old school. Accept your new school.
9) The central office could have asked for volunteer transfers.
10) Explain how different the students are.
11) Back the teachers in discipline manners.
12) I could have been accepted better and have been more welcomed as a part of the total staff.

Other suggestions were also made. It was evident that the suggestions by the teachers concerning ways to minimize culture shock were varied, and the hypothesis was accordingly accepted.

Hypothesis Q

> The teachers' responses will indicate that their preconceived beliefs about inner-city schools and children were rather inaccurate.

This hypothesis was confirmed. A few teachers stated they had no preconceived beliefs about inner-city schools and children, but, generally, a large number agreed that their preconceived beliefs were inaccurate.

A young specialist found the children had a better attitude toward learning and a more positive attitude toward teachers than she expected.

On the other hand, another specialist wrote, "Discipline is more difficult than I had imagined. Emotions run high and fighting breaks out quickly. The teacher must be 'on guard' at all times."

Or another, this from a primary teacher, "It is hard for me to realize that the children have so little ability and are not at all interested in learning. I never had discipline problems before I came here. All I seem to do is discipline the children."

And finally, "The children are much better disciplined, more independent and seemingly have more self-awareness."

The Problem Compounded

The hypothesis that teachers placed in a different subculture would experience some culture shock was confirmed. At least 26 of the 28 teachers studied experienced moderate to extreme culture shock. Data from the interviews and Culture Shock Scale indicate that a host of forces influenced the teachers' responses.

Several of the teachers stated they had not been expected to be transferred and were not prepared for it. One teacher who was subsequently transferred told a colleague, "They won't pick us because our disposition is not the kind they want." Two teachers, on the other hand, reported they had had premonitions about being selected to transfer.

The compounding effect which illness, deaths to close family members, and personal family problems had on the length and intensity of the culture shock experience cannot be measured. One teacher, for example, heard in late July she was to be transferred. On the same day, keeping a doctor's appointment, her doctor diagnosed that there was a possibility that she had breast cancer. Although the cancer diagnosis was subsequently changed, the two events caused severe emotional strain.

Although the teachers were supposedly notified of their transfer by registered mail, at least six heard of their reassignment from neighbors or friends. In at least two cases, teachers reported they heard the news from a postman's wife the night before the mail was delivered. Apparently someone in the post office realized what the letters were and the news spread.

In another case, a colleague called to offer sympathy to a teacher about "the news" before the teacher herself knew. In still another case,

a teacher working at a department store during the summer heard about her transfer from a friend who was a clerk.

Although such cases as those may not have intensified the teachers' culture shock, they did little to make their transfer more acceptable.

Another influence on the teacher's acceptance of the transfer was family support. Generally, the close family members were supportive. However, at least three teachers taught despite the fact that their husbands told them to quit teaching. In other cases, the teachers were not told to quit but encouraged to contact friends and officials at the central office to try to find a way to avoid the shift.

The teachers in this study who appealed their transfer stated they received sympathetic but firm denials of their requests. It was not easy for them to accept the decision when appeals by other teachers were honored. An intermediate teacher, for example, was not granted her appeal. The teacher with whom she was to swap positions was granted a "hardship." She transferred and reported that an inexperienced white, male teacher took her old position. "Why didn't they keep me and send the new teacher to the other school?" she angrily asked. Two primary teachers experienced similar disappointments.

There also seemed to be more culture shock when a large number of teachers were transferred to the same school. It was thought that in schools where a large number of teachers were transferred, they would be more likely to share their problems and work out solutions to these problems.

What seemed to happen in the schools where the greatest number of teachers were transferred was quite different, however. Often many of the teachers became isolates, minimizing their contacts with the staff. In other cases, the transfer teachers grouped together. A close study seems to suggest that rather than solving common difficulties these groups caused themselves greater problems. They shared gripes and complaints. They listened to, and often believed, rumors. Often rumors about things that were expected to happen caused the teachers to be just as upset as if the actual happening had occurred. There seemed to be a domino effect. If one teacher became upset with another teacher or the principal, the other transfer teachers empathized with their transferred colleagues. If their colleague was upset, they became upset. If her feelings were hurt, their feelings were hurt.

This raises the question as to whether a large group of teachers should be transferred to one school at one time. One possible alternative might be to transfer half of the teachers at the beginning of the school year and half during the middle of the school year. If such a plan were possible and could be worked out, hopefully the teachers transferred at the beginning of the school year would have gone through their greatest period of culture shock. Those that had adjusted well might be able to support and encourage the second group of transfer teachers through their difficult times.

In like manner, those teachers who had previously taught in the

newer schools where the school buildings were open and where teachers planned and worked closely together in complexes also seemed to have greater culture shock. These teachers missed the give-and-take and sharing with other teachers. Commonly, these teachers felt isolated or rejected in their new settings.

The conditions of the buildings the teachers were transferred to were also disappointing to a large majority of the teachers. All six schools to which they were transferred were old. Common complaints were expressed by many teachers concerning the physical conditions and cleanliness of the buildings.

In at least two of the schools, complaints were made about bugs and roaches. In three of the schools the condition of the lunchroom was said to be very annoying. At least a half-dozen teachers said they could not eat in the lunchrooms. In April, one teacher said she was still nauseated and gagged when she went to the lunchroom.

Complaints were also voiced about the heating problems in the old buildings. Some of the buildings were always too hot or too cold. At one school four teachers confirmed that the temperature in their rooms was well over ninety degrees in the winter. They opened their windows and competed with the street and playground noises. Meanwhile the teachers on the second floor above them sent notes and messengers down that they were freezing.

The heating problem may have caused further problems. Eleven of the transfers reported continuous sinus, allergy, or other respiratory illness during the winter. The heating, or lack of heating, was generally blamed for increasing the intensity of these illnesses. One teacher, for example, missed several days "due to allergy compounded by exhaustion." Dust, soot, and the extreme heat in the classroom probably caused some of the allergy problems. In addition, at least four teachers felt the dusty rooms were partially responsible for their allergy headaches. These headaches often became so bad, they said, they had to take medication and stay in bed.

Two teachers expressed another type of distress, a loss of professional status. One stated that the transfer was, personally, professionally degrading, and another felt that being transferred from a "highly respected" elementary school to an inner-city school damaged her professional status and reputation.

The transfer also created transportation problems for some of the teachers. (It lessened transportation problems for others.) A specialist said the transfer increased her travel distance 32 miles a day. Another said the yearly cost of extra distance traveling to and from school would be $400. Three others had just moved to new homes near their school and were transferred across town to different schools.

Problems such as these probably placed additional stress upon these teachers. A primary teacher who was transferred to an inner-city school and did not drive had a greater problem. She stated that she asked for hardship considerations. Her request was refused, she noted,

and she was politely shown how convenient it would be for her family member (also a teacher) to drive her to and from school on the way back from that person's own school. The transferred teacher did just that. But the inconveniences for both her driver and herself were considerable. It often meant waiting by herself outside the inner-city school, sometimes more than an hour, because her driver was detained on school business.

Teachers who did transfer did find some advantages in the transfer. Often their rooms were larger. Storage space was more adequate in some schools. Bus duty was often eliminated. Primary teachers often had an aide or special teacher help them in special programs.

It is a conclusion of this study that a teacher's personal and family problems compounded the teacher's culture shock experiences. The degree of the compounding effects they had is not measurable. Regardless of that fact, there was evidence that a large majority of the transferred teachers experienced some degree of culture shock.

The determination of the degree to which the teachers experienced culture shock was a subjective one. However, the data used to make the judgment were compiled from sources already explained, the written answers to structured, open-ended interview questions, the verbal responses to interview questions, and responses to the Culture Shock Scale. The intensity and length of culture shock for the teachers were also partially verified by the transfer teachers' principal and their colleagues—especially other transfer teachers to the same school.

A careful analysis of the data indicated that there was an adequate relationship between the teachers' responses. Correlation coefficients obtained on the Culture Shock Scale and specific responses to the interview questions indicated a substantial correlation on many items. For instance, there was a .60 or higher correlation between the teachers' frustrations and a feeling of helplessness, apprehension, exhaustion, behavior problems, the plans to resign, discipline problems, the need to seek close friends, crying, and often shouting. (See Appendix C for a complete table indicating those items that had a .60 correlation and higher.)

The most common complaints by teachers who had experienced culture shock were the children's noise, discipline and related problems, lack of interest in learning, indifference, lack of cleanliness, the use of objectionable language, and the children's inability to retain information one day to the next.

A more detailed analysis of the symptoms of culture shock follows, but six case studies of teachers who were transferred illustrate the difference in degrees of culture shock. The first two cases illustrate teachers who experienced extreme culture shock.

Case One

A primary teacher stated:

The building is old and depressing. Sounds seems to vibrate enormously. The school is smaller and is lacking facilities in the classroom.

It has been hard for me to realize that the children have so little ability and are not at all interested in learning.

The transfer was indeed a shock to me and caused much frustration and emotional stress. The behavior of the children was unbelievable. They are loud and very physical. They do not respond to kindness and understanding. They do not try to please the teacher. They were working mostly two grades below grade level.

I found the children's poor behavior, their lack of interest in school, and my own inability to understand the children the hardest things to adjust to as the year progressed.

My own adjustment was hard and long. I am an enthusiastic teacher and have tried many units of study activities. Nothing seems to work.

This teacher, at the close of the year, stated she had had an unsuccessful year. She wrote, "I definitely feel that I am not suited to teach children who are so mentally low."

When asked to give advice to other teachers who might transfer, she noted, "I am afraid I am not qualified to advise anyone as I felt too unsuccessful and unhappy. If I am not transferred . . . I am seriously considering resigning."

Other remarks made by that teacher emphasize the degree of her culture shock:

I am completely frustrated. Nothing has worked. I haven't been happy here because I don't belong here.

Working and reasoning with children doesn't work. Paddling is against my philosophy, but I started paddling recently.

These children hate each other. They're constantly fighting. They are naturally noisy and physical. The noise at first drove me mad. It's very disturbing . . . like a zoo. . . . My husband says unless I get transferred I won't be back.

If I have to fight and yell . . . if this is what teaching is, I want no part of it. If they can't use me any better than this . . . I don't know . . I don't mind working . . . I feel exhausted at the end of the day.

Case Two

A specialist reported:

Everything seemed very dirty. The roaches were huge. I found one dead roach which measured one and five-eights inches long, not including the antennae.

Discipline is more difficult than I imagined. Some of the children come from violent homes, others are just poor. Emotions run high and fighting breaks out quickly. The teacher must be "on guard" at all times.

I was shocked by the language used by some of the children.

Their vocabulary of dirty words seems to be very wide. Also, I was shocked by the threats made to me and my property. Fifth grade children are able only to read the easy primary books. I have heard language I never heard before.

The first six weeks were terrible. I don't think I will ever enjoy working here or at any other inner-city school.

I'm afraid of some of the children. About 50 percent are very violent who come from violent homes. I am very afraid of the older children. I keep aware of the children who are behind me. I've learned to put up a brave front, but I'm afraid of them.

I feel sorry for any child who comes here with any talent. There is no way that it can be developed.

This teacher's classroom was ransacked twice. Another teacher had $20 taken from her pocketbook. The only way she brings money to school now, she reported, is in a little purse hanging from a chain around her neck.

Case Three

Cases three and four present less severe and moderate culture shock experiences.

An intermediate teacher wrote:

My previous school was very modern and new. The rooms were carpeted and the building was beautiful. The school I am now in is the opposite extreme. It is very old, has self-contained classrooms which are very drab looking.

My present situation made me much more aware of the needs of other people. It opened my eyes to the way people less fortunate than myself live and that the children need help.

The most difficult thing I had to adjust to was the fact that my children would not change classes. Having the slowest group of fifth graders for all subjects was very tiring.

My adjustment was hard and long. I was unhappy about my transfer and wanted to team teach.

The teachers of my own age group were not ready to accept a teacher from a suburban school. They felt that I was on a higher level and would not relate to me. I didn't feel at ease or comfortable. It was as if I was an outsider. Often I felt as if my colleagues were giving me a "cold shoulder."

This teacher also reported experiencing a great deal of stress upon hearing of her transfer. This distress continued well into the school year. The symptoms of this stress included frustration, tears, and exhaustion. She wrote, "After enjoying myself on the weekends, I often dreaded having to return to teach on Mondays."

Yet she had no strongly negative feelings about the children. She wrote, "The children are much nicer and more well-behaved than what I had heard about them. There do not seem to be any types of discipline problems in this school."

Her plans for the 1972-73 school year were indefinite in the spring of 1972. She supposed she would return to the same school but she did not enjoy the prospect of returning to those teachers she considered hostile to her.

Case Four

A primary teacher who felt she had some culture shock noted that she had worked "extremely hard" the first six or seven months of school and "Now [March] I'm tired."

She found that the children had different attitudes toward punctuality, responsibility, learning and listening. Their lack of background information and inability to listen and think critically was annoying.

She noted that the parents wanted help and accepted federal programs but would not participate constructively in any way.

She wrote of the community around the school, "An excitement runs through the neighborhood and is apparent in the children. No one on the faculty can interpret it."

The teachers, she stated, could never relax; they must be aggressive to maintain a climate for order or learning.

This primary teacher's greatest concern, however, was the lack of organization in the school. The first day she was at school, she said, she walked into the office and was asked to help register children. She did not have any idea as to what was going on. She (as did all the transfer teachers at this particular school) commented on the lack of administrative help. "There was," she wrote, "a gross lack of organization."

She also felt frustrated, she said, because she did not think the central office school personnel were "really concerned about these kids," and they were not "putting the system's resources into programs that might help the kids and the school."

She also wished that the school principal or those from the central office really understood and knew how to help the teacher transferred to the inner-city school. Yet, she doubted if anyone in the school system had solutions to the complex problems they faced.

At the time of the interview, she felt the culture shock period was over. She wrote, "A more subtle adjustment period begins."

Case Five

Cases five and six are studies of two teachers who experienced slight, if any, culture shock.

A specialist working with primary children stated:

> "I don't think culture shock applies to me. The children in my classroom are not so different culturally than past experiences. Instead of "poor" country children, I now teach "poor" city children.
>
> The children are much better disciplined, more independent, and seemingly have more self-awareness than I expected them to have.

Having to get up 30 minutes early to travel to my new school and unbearable heat in my room are two of the hardest things I have had to adjust to.

The overall fairness and concern from my principal and an almost instant response by him to problems I encounter have made my adjustment easy.

I feel many people have the misconception that the middle-class white children are the only ones in need of good teaching. But in many cases, these children will learn in spite of teachers.

My adjustment period was easy and short because of the interpersonal relations. I feel this has been a very good year for me—one in which I have felt a definite need to help others. Not so much a need to help one learn 2+2 or C-A-T, but to help children learn to cope with life.

Case Six

A specialist who was not upset at being transferred stated:

I found the children better disciplined than I had believed they would be. The children are more appreciative of your teaching.

There is one class that is a holy terror. Their attitude is so poor. They never want to do what you want them to do. They are always hitting and fighting. Sometimes they have a good attitude but there is always fluctuation. It is never stable.

She found a tight schedule and a lack of break time her two greatest concerns. Yet she believed her adjustment was easy and short. In fact, she felt the year was her most successful teaching experience because there was less pressure placed on her, and she had "a very understanding principal." In addition, the school staff was "warm and helpful and did all they could to make the transfer easy."

An interesting sideline about culture shock was that each teacher interviewed "knew" about another transfer teacher who was having a more difficult adjustment period or at least as difficult as the teacher being interviewed. Not a single teacher admitted she was having greater problems than the others. If a transfer teacher could not point to someone in her school she would say, "I understand that Mrs. John Doe at X School is having a terrible time." Or, "My adjustment has been about the same as other teachers. We are all facing the same problems." And finally, "Better than a lot. At least I haven't driven people crazy complaining and constantly harping on the predicament. I see no reason to whine like a child and make everyone miserable. I didn't like the transfer . . ., but I have a responsibility and will fulfill it. I'm no martyr either."

Individual Problems

Earlier it was stated that the noise of the children, restlessness, lack of discipline, the lack of cleanliness, and the indifference toward educa-

tion on the part of the students were the items most often mentioned by the teachers as their most serious problems.

In addition, the responses and data indicated that individual schools and individual transfer teachers had problems unique to themselves. At one school there was common agreement that there was a definite lack of organization and understanding on the part of the principal.

In another, the harshness of punishment was commonly stated as a general concern.

The lack of interest and lack of support by veteran teachers was voiced at two schools.

A common complaint at three schools but greatly emphasized at one school in particular was the lack of communication between the principal and the transfer teachers. Several of the teachers expressed concern that they were called into the office and criticized for doing things or not doing things of which they had no knowledge. In addition, they never knew until the last possible moment when faculty meetings would be held or when special programs would be offered. Particularly annoying was the cancellation of music, library, or physical education without notification or warning.

Other differences were voiced often. It was obvious during the interviews that a few of the teachers were overwhelmed by the whole situation. It was as if they were totally unprepared for what they found and incapable of accepting what they saw. The social factors influencing the inner-city child's life were something they were unaware of, and, in at least two cases, something they did not care to know. There was for some teachers, in short, a total lack of insight into social forces working in the lives of the children.

No effort was made in this study to determine to what extent the teachers held racial prejudices. However, during the face-to-face interviews, statements were made by a few of the teachers that indicated this prejudice might also compound the problem of culture shock.

One teacher said, "My husband said he wouldn't let me work with those niggers." Or, "The black teachers can get away with anything." And, "Those sixth-grade black girls are always going to bed with someone." Too, there was the less conscious use or other terms: "they," "like animals," "a zoo," and "like pigs."

In addition, a few of the older teachers felt their particular transfer was unfair. These teachers suggested that their long dedicated service was "rewarded' by their being "deported" to "a prison camp," or worse.

The black-white student ratio did not seem to make a difference concerning the teachers' intensity of culture shock. The teachers in almost exclusively black schools had no more or no less culture shock than the transfer teachers in the other schools. There was a distinct impression, although a subjective one, that the teachers who taught in one of the more racially balanced schools experienced greater culture shock if the children—according to Title I guidelines—were from predominantly lower socio-economic areas.

Limited data were also obtained about the principals from the transfer teachers. These data were voluntarily obtained from teachers when they responded both verbally and in writing to the questionnaire concerning general staff relations.

These responses indicated that those teachers who had principals who were highly supportive, encouraging, and concerned about principal-teachers communications, as a rule, experienced less culture shock than those teachers whose principals were authoritarian, impersonal and limited communicators.

Many of the teachers wonder how much input the principals had concerning the teacher reassignment. None of the teachers nor the researcher had any evidence that the principals were in any manner consulted about those transferred to or from their schools.

The lack of consultation had some favorable implications. None of the teachers expressed hostility toward the principals concerning their own transfers. Too, the teachers did not indicate that they felt they were selected for transfer because their former principal was trying to "get rid of them."

On the other hand, not having the principals provide some input into the selection of the teachers may have caused further problems. The principals, it was often stated, had had information about teachers that, had the central office known, would have eliminated some of the problems that developed. For instance, one teacher who had been in a Kentucky District school for one year was doing well. Her principal felt, however, that she needed at least one more year at his school to regain the self-confidence she had lost at another school system. Yet that teacher was transferred, perhaps because the central office had no such information.

In addition, at least in a few cases, the principal had information about a teacher that the teacher would not reveal herself. Too, the principal had knowledge about the teachers' emotional stability and personality traits. This information might have been better used to place the teachers in the school best suited to complement these traits.

Surprisingly, a teacher's previous urban school teaching experience did not guarantee lessened culture shock. The three or four teachers with previous urban experience often developed culture shock. One teacher who had taught in an urban school three years and then been in a suburban school wrote:

> I have been away from an inner-city school for three years. I had forgotten a lot of the problems and frustrations. Even now there are so many questions that I would like to ask the average black individual about why they are the way we think they are. What about motivation, interest and respect? Why are they so loud? Why can't they remember one day to the next important rituals, rules, ideas, agreements? I need reasons!

There also appeared to be a tendency for the transfer teacher who

changed grade level assignments as well as schools to experience more culture shock. In other words, a fourth-grade teacher transferred to teach a fourth grade at another school seemed to experience less culture shock than a third-grade teacher who was transferred and given a second- or fourth-grade class. Of the twenty-eight transfer teachers, eight indicated they had changed class assignments. The culture shock of this teacher generally appeared to be slightly greater than that of teachers who kept the same grade level assignments.

The degree of culture shock and the teacher's social background (as determined by the occupation of the teacher's father) did not seem to have any significant relationship. The teachers' fathers were primarily farmers, construction workers, mechanics and salesmen.

An orientation day for new teachers who were transferred was reported to be of little help to the transfer teachers. Only 11 of the 28 transfer teachers attended this meeting. Only three felt it was helpful. Eight felt it was "not helpful" because " I didn't know the problems I would be facing." Or, "It was not helpful. Suggestions and offers of help were not carried out." Or, "No follow-up action was taken."

Related to this was a complaint constantly recited by many of the transfer teachers. There was general agreement on the part of many teachers that they had been shipped out to the inner-city schools and forgotten and abandoned.

"No one cares what happened to us," one stated. Another, "I knock myself out and no one cares." Or a third, "I saw [name] the other day. He would only say hello. He wouldn't stay. He really didn't want or hear my problems." There appeared to be less of this type of discussion or complaining when the principals were encouraging and supportive.

Several teachers wanted to know whether a rotation plan was being worked out. As one teacher said, "This experience is supposed to be so character building. I've had my turn. Why don't they give it to someone else?"

As stated earlier, several of the older teachers were concerned about being at their new schools until their retirement. Not only did they feel they deserved the courtesy of retiring at a suburban school, but also they resented having to be re-evaluated by their new principal after their transfer (a board of education policy).

This study was concerned only with these teachers who actually did transfer and who stayed to teach. A few teachers transferred, taught a short period, and then quit. Their responses might have added additional insight about culture shock.

Possibly not directly related to culture shock but important to educators is the fact that several teachers changed their minds about bussing–a highly debated question at the time of this writing.

Many of the teachers said that when they had taught in the suburban schools they had believed that the extensive bussing of children was bad. A number of teachers changed their minds after the transfer. In

these schools where most of the children were black and a large number were poor and were classified as being on the lower end of the social class continuum, many teachers expressed the belief that the only hope for these children and the inner-city schools was to break up the large concentrations of these children. This could be accomplished by either bussing these children out or bussing suburban children in, or both.

Repeatedly, the thought was expressed that the poor white and black children needed to be sent to schools where they could escape the influences of their environment and the compounding influences these children had on each other. There was also the thought expressed that the suburban children would in some ways be positive "models" for the children from the poorer areas of town. Finally, the idea was expressed that if the inner-city children were divided and placed in schools where suburban children were in the majority, the teachers would have a greater chance of doing a more effective job with all the children—they would not be engulfed or overcome by the seemingly unsolvable problems found where the poor are concentrated in single schools.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND IMPLICATIONS

During the summer of 1971, some 158 Kentucky District school teachers were involuntarily transferred in order to obtain a balanced black-white teacher ratio in all of the county's schools.

The purposes of this study were (1) to determine whether or not selected white teachers transferred to inner-city schools experienced culture shock, and, if so, (2) to determine how these teachers reacted to, coped with, and conquered (or were conquered by) culture shock. Secondary purposes were to determine how culture shock might be minimized for transfer teachers and to reach some concluding recommendations which might help teachers overcome culture shock with greater speed and ease.

The Findings

Generally, it was determined that the selected teachers did experience culture shock. (See summary, Table 12.) Through the use of both written and oral, structured open-ended questions and a Culture Shock Scale, it was established that 26 of the selected transfer teachers experienced moderate to extreme culture shock. The intensity and length of culture shock varied from teacher to teacher. It was also established that not all of the teachers experienced the four stages of culture shock, but most experienced the crisis period and the partial recovery period by the conclusion of the interviews (May, 1972).

The teachers, as predicted from the pertinent literature, experienced frustrations, hysteria, depression, exhaustion and the host of symptoms related to culture shock.

Common means of attempting to cope with culture shock were identified. The teachers sought encouragement from family friends, colleagues, and central office staff members. The teachers often worked even harder in an attempt to solve their problems. An increase in activities by some of the teachers to help them forget their problems was also mentioned. A dedication to volunteer church work and an increase in school preparations were two examples cited. Other teachers stated they were so exhausted at the end of the school day that they took lengthy naps upon arriving home or went to bed at an early hour. Some said they lived for the weekends and then did not enjoy the weekends, dreading Monday mornings. (See Table 13.)

Many teachers were only beginning to cope satisfactorily with culture shock at the time of the study. Others were apparently over the most difficult periods.

Although the adjustment of the transfer teachers seemed to be improving during the spring, 14, or 50 percent of the teachers interviewed, stated they planned to request a transfer, resign or retire. It can be safely assumed that thinking about transferring, resigning, or retiring (providing it was not mandatory) was another method the teachers used to cope with culture shock, i.e., "I'll somehow finish the year and then resign." Or, "I know I can make it as long as I keep reminding myself that I'll transfer to a more pleasant situation next year."

Culture Shock Reduction

A secondary purpose of this study was to determine how culture shock might be minimized.

On the basis of the transfer teachers' responses and other knowledge about culture shock, the following suggestions are made as possible means by which culture shock might be minimized.

1) Attempt to recruit volunteer teachers for inner-city teaching positions.

It was determined in this study that the transfer teachers' resistance to the transfer was related to increased culture shock. This agrees with Riccobono (1971) who found that volunteered teachers reflected higher morale patterns than mandated teachers. (The time needed for such a volunteer recruitment program would have to be available.)

2) Attempts should be made to acquaint the transfer teacher fully with the meaning and characteristics of culture shock.

In this study there seemed to be little relationship between the awareness of the culture shock definition and the intensity and length of culture shock experienced. However, the face-to-face interviews indicated that the large majority of the transfer teachers did not have a deep understanding of the term or its implications until explained late in the interview. Therefore, believing that such knowledge would help the teachers anticipate problems and work toward acceptable solutions, the researcher concluded that such information would minimize the teachers' culture shock experience.

3) Conduct workshops and other training sessions to acquaint the transfer teachers with information about inner-city schools and inner-city students.

It was apparent from the interviews that the teachers had little understanding of the culture of their new schools. In fact, it was apparent that often teachers expected the inner-city students to act and behave exactly like suburban students. Moreover, often the teachers used basically the same methods and techniques to teach in the inner-city schools as they had in the past. One in-service day just before school started seemed to be of little help to the few teachers who attended.

TABLE 12

HYPOTHESES AND FINDINGS

	HYPOTHESES	DISPOSITION	RATIONALE FOR FINDINGS
A	Transfers experience CS°.	Accepted	26 of 28 transfers experienced moderate to severe CS.°
B	Intensity of CS varies.	Accepted	19 teachers experienced severe CS; 7, moderate; and 2, slight, if any, CS.
C	Duration of CS varies.	Accepted	For some, CS had disappeared by Christmas. Others were still afflicted in April and May.
D	Fewer schools taught in, greater CS.	Accepted	Those teachers who taught in fewer schools experienced greater CS, according to the Mann-Whitney U test than those who taught in more schools.
E	Longer at prior school, the greater the CS.	Not Sustained	Not statistically significant. No apparent pattern.
F	Older teachers greater CS than younger teachers.	Accepted	Statistically significant. The older teachers, on the average, experienced greater CS than younger teachers.
G	Greater resistance to transfer, greater CS.	Not Sustained	Not statistically significant at .05 level, but definitely in the direction of the hypothesis.
H	Intermediate teachers experience greater CS than primary teachers.	Not Sustained	Reverse was true. Primary teachers, and specialists, had greater CS than intermediate teachers.
I	Absentee rate higher for those who experience greater CS.	Not Sustained	Absentee rate varied only slightly for all groups.
J	Greater CS, greater possibility teacher seeks transfer or resigns.	Not Sustained	Not significant at .05 level. However 13 of 17 teachers who experienced greatest CS had plans to seek transfer or resign as of May, 1971.

K	Four stages of CS experienced by some.	Accepted	Some of teachers with lesser CS experienced all 4 stages by May.
L	Not all teachers experience all 4 stages of CS.	Accepted	Those with greatest CS did not experience the euphoric nor full recovery periods.
M	Each teacher reacts to CS in a manner unique to herself.	Accepted	Symptoms were different for each teacher. Each reacted differently. Some depressed; some disillusioned; some angry.
N	Not all aware of CS.	Accepted	At least 15 teachers were not aware of CS prior to study.
O	Once explained, each teacher relates CS to her own experiences.	Accepted	Several indicated they were relieved to know that the problems they faced were not entirely their own doing. Teachers with less CS were less likely to relate CS to own situations.
P	Transfers offer various suggestions to minimize CS.	Accepted	Stronger discipline measures, better workshops, volunteer recruitment for transfers, better relations with principals were all mentioned.
Q	Preconceived beliefs about inner-city schools, pupils often incorrect.	Accepted	Some said pupils better behaved, dressed than expected. Others thought they were worse. Expectations about the schools varied and beliefs were often incorrect.

° Culture Shock

TABLE 13

ADDITIONAL FINDINGS OTHER THAN THOSE HYPOTHESIZED

Transfers anticipated by some teachers, not by others. Some thought selection unfair. Others felt teacher selection process was not accurately reported.
Several teachers unhappy about notification of transfers. Learned from neighbors, colleagues, postmen, etc.
Half-day work session prior to opening of school generally considered of little help. Said promises made, not kept.
Personal problems such as illness, deaths in family, etc., had undetermined influence on intensity of culture shock experienced.
Some encouraged to resign by husbands, friends.
Teachers unhappy in those cases where an inexperienced teacher was hired to fill their old positions. (This happened when black teachers were granted a hardship or resigned for various reasons.)
Problems appeared to be greatest at these schools where greatest number of teachers were reassigned. Extensive sharing of problems by teachers seemed to increase difficulties.
Being relocated to a traditional school from an "open" school, or from one grade level to another, was frustrating to some.
Transfers experienced stress when principal's philosophy and way of doing things differed from what teachers were used to.
Behavior of pupils a constant source of irritation for some teachers. Complained about fighting, arguing, obscene language, student dress, indifference toward education, lack of respect for teacher, etc.
Teachers often had lack of insight or concern about the sociological differences of inner-city pupils as compared to suburban pupils.
Transfers often discouraged about lack of teaching supplies, lack of storage space, size of classroom, location of classrooms, condition of facilities, e.g., lunchrooms.
School heating problems often blamed for increased respiratory and allergy problems, sinus headaches.
Transfers concerned about poor communication between principals and themselves. School organizational methods, or lack of them, were also cited.
Teachers who experienced lesser culture shock appeared to be less critical and find less fault with the principal than those who experienced greater culture shock.
Some teachers felt forgotten and abandoned. Stated no one cared. Felt central office staff unaware and indifferent toward their problems.
Urban experience prior to reassignment did not rule out the possibility of experiencing culture shock.
Greatest culture shock, or peak period, for teachers as a group was during August and September, the first six, or so, weeks of school.
Many transfers felt rejected by their new colleagues.
Racial prejudice was apparent in some of the transfer teachers.
Teachers who were specialists experienced as much or more culture shock as primary and intermediate teachers.
A few teachers felt their reassignment caused them a loss of professional prestige.
Transferring caused some teachers to have to drive farther to work. For others the time was shorter. At least three teachers had moved near the school in which they were teaching and then were transferred to more distant schools.
Following their reassignment, several teachers began to dread going to school. They eagerly anticipated the weekends and then did not enjoy them, dreading Monday mornings.

In broad terms, the training sessions should include those activities which familiarize the transfers with those characteristics which are considered common to inner-city schools and students. Applicable findings from the various behavioral sciences should be included.

4) Someone should be assigned to direct and/or coordinate the transfer of the teachers—especially when large numbers are involved.

This person, primarily a support person, should be knowledgeable about the inner-city school and its difficulties. He should be adept in communication. Most importantly, he should be able to facilitate the teachers' transfers and encourage and support them in their new assignments.

5) The relocated teacher should be encouraged to make pre-placement visits to their newly-assigned schools.

Ideally, the transfer teacher should visit the school assigned prior to actual placement while the school is still in session. Observing the teachers and students in action should help the teacher understand her task better. In addition, if she had many incorrect beliefs about the inner-city schools, such a visit might help her realize her task may not be as difficult as she envisions it. Too, if the teachers ask questions and have a genreal awareness of the activities and facilities available, they will be better able to plan for their new assignments.

In actuality, school officials claim there is not enough time or that schools are closed for the summer when transfer assignments are made. Several viable alternatives seem possible. The transfer teacher should be introduced to at least one successful teacher at the school to which she is assigned and both might be paid to plan and develop an instructional program to be used by the transfer teacher during her first weeks at the new school.

If the transfers are made during the summer, the transfer teachers should be encouraged to visit inner-city schools where programs for educationally disadvantaged children are being taught. Many school systems have such programs during the summer. The visits might not show the transfer teacher exactly what her new school will be like, but they should make her aware that others are having successful experiences in somewhat similar circumstances.

6) Transfer teachers making satisfactory adjustment should be encouraged to share their successes with others.

Teachers undergoing culture shock often experience a sense of failure. Teachers who are encouraged to share their experiences will be less likely to allow the thoughts of failure to overwhelm them.

The above proposals suggest various means by which transfer teachers might be helped to meet and minimize the strain of culture shock. If these proposals are not suited to some school systems for various reasons, it is recommended that transfer teachers, on their own, if necessary, attempt, through reading and contacts with veteran teachers,

to learn as much as possible about the culture of the inner-city school. In addition, in like manner, they should become knowledgeable about culture shock and its complications for their awaiting tasks.

Finally, this research has not necessarily been concerned with the character traits and emotional stability of the teachers selected for transfer. Obviously, as much as possible, transfer teachers should be emotionally stable and have positive personalities. It seems probable that culture shock would be more difficult for teachers who have emotional difficulties or other serious personality problems. Furthermore, a transfer teacher with such problems may negatively influence other teachers and lessen their chances of culture shock reduction.

Implications

Culture shock was experienced by the large majority of teachers who were transferred from suburban to inner-city schools in Kentucky District during the summer of 1971. These findings have many implications for educators.

1) The fact that many of the teachers did not understand urban school problems or did not have an adequate awareness of culture shock indicates that colleges and universities must develop programs and offer assistance specifically for transfer teachers when large numbers of teachers are to be transferred.
2) Staff members in school systems where large numbers of teachers are to be transferred need to be prepared to meet the needs of these teachers. In addition transfer teachers should be encouraged to attend courses, workshops and staff meetings which are established to help them in their transfers.
3) Those teachers who resisted their transfer tended to have greater culture shock. Therefore, school officials, when possible, should attempt to recruit volunteer teachers to be transferred. In like manner, when possible, older teachers (those forty and older) should not be transferred because they, too, as a group, experience greater culture shock.
4) Frustration, exhaustion, and many other "negative" symptoms are experienced by teachers who have culture shock. Therefore, the number of transfer teachers assigned to one school should be kept small. If a large number of teachers need to be transferred to one school, the possibility of transferring the teachers over a long period of time should be examined. For instance, if six teachers need to be transferred to one school, consideration should be given to a plan that would allow three teachers to be transferred at the beginning of the school year and three at the middle of the year.
5) When transfer teachers experience culture shock, they often find fault with others, including the veteran teachers, the prin-

cipal, other staff members and the students. Therefore, principals, teachers and other staff members at schools where teachers are to be transferred should be trained so they will be able to meet the needs of the new teachers. The staff should be made aware of culture shock and its implications. Special attention should be given in order that the staff be as supportive as possible to new transfers. In addition, as previously explained, transfer teachers often complain about communication problems, real and imagined. The staff, if alerted to these problems, can help the principal communicate the policies, practices and expectations of that school.

6) The above-stated implications included the need for better school communications. Principals, in particular, must be made aware that communication problems often are reported by teachers experiencing culture shock. Principals who are expecting transfer teachers should review their channels of communications and take whatever steps are necessary to insure fast and accurate communications especially to his transfer teachers.

7) Common complaints of exhaustion, frustration, and rejection were voiced by teachers experiencing culture shock. Therefore, central office staff members and principals should provide periods of time when teachers can get away from the children. The released time should be planned so that transfer teachers will have time for themselves, time to talk to other staff members, and time to prepare extensive plans for each class.

8) The above implications have been concerned with lessening the teachers' culture shock. Future considerations should also be given to students who are assigned transfer teachers. What special problems do students face when taught by a teacher who is suffering culture shock? In addition, do black students, who have only been in predominantly black inner-city schools, experience a type of culture shock when they are assigned to white teachers transferred from a suburban school? What happens to students when the teacher continues in the same manner as she did at her suburban school?

9) It had been hypothesized that intermediate teachers would experience greater culture shock than primary teachers because it was believed that the primary children would not have acquired as many of those cultural behaviors considered to be negative. However, it was found that the primary teachers experienced as great or greater culture shock than the intermediate teachers. It seems apparent that the primary children have already acquired those traits common to their culture prior to entering school. If such is the case, the federal government, educators and all agencies or groups concerned with educating

children may have to re-evaluate their purposes, programs and methods.

It is clear, for instance, that if children have already acquired their cultural values prior to entering school, the existing massive programs attempting to socialize and change these children are questionable. Early pre-school educational programs may have to be reviewed. Too, efforts at massive integration may be too late by the time the children enter school. It may be that programs aimed at helping children achieve their greatest potentials should be initiated much earlier in their lives.

10) Few of the teachers were knowledgeable about inner-city schools and children. There was also an apparent lack of knowledge about the definition and implications of culture shock. It seems imperative that colleges and universities preparing teachers make greater efforts to acquaint the students with this information. Specifically, undergraduate students should be required to learn about inner-city school situations. What are the children like? What programs work best? Similar questions should be pondered. Most, if not all, student teachers should be required to work in an inner-city school sometime during their training experience.

Graduate students, too, should be required to learn more about and get first-hand experience in inner-city schools. Internship opportunities or other similar inner-city school experiences should be provided.

For both the undergraduate and graduate students planning to be educators, there should be workshops or classes specifically designed to help these students better understand the needs of the inner-city school.

This study was basically a field study type research project concerning culture shock. Other research is evidently needed. The following suggestions include:

1) Research of culture shock, controlling as many variables as possible. In this study, the researcher had little control over extraneous variables. Carefully controlled research projects would help better define the causes and symptoms of culture shock. In addition, the relationships of many variables influencing culture shock need to be determined. For instance, is there a relationship between the intensity of a teacher's culture shock and her emotional stability? Or, what influences do personal problems such as illness, divorce, calamity have on culture shock? Do they compound it? Lengthen it?
2) What additional problems do schools face when they receive a large number of transfer teachers? Does the culture shock of

transfer teachers have a negative effect on the total school? What happens to school morale and staff relationships? How is the principal affected?

3) Research should also determine the best methods of selecting teachers for transfer. What traits do those teachers have who make the best adjustment following a period of culture shock?
4) Research could also determine the most successful and best methods of recruiting teachers to volunteer for transfer.
5) This research was concerned only with white teachers transferred from suburban schools to inner-city schools. Further research is needed to determine the effects culture shock has on black teachers transferred to suburban schools. Or, a problem for study might be, Do junior and senior high school transfer teachers experience the same problems as elementary teachers when they transfer?
6) In like manner, culture shock may be experienced by other people who enter a subculture quite different from their own. Research should determine whether high school students experience culture shock when they enter a college or university program for the first time. In this time of increased family mobility, do students transferred from one school setting experience culture shock in the schools they move to—especially if the school is unlike the previous school?
7) It should be determined what types of programs might be established which will help transfer teachers overcome culture shock with the greatest speed and ease.
8) And finally, a follow-up study is needed concerning the same teachers studied in this project. Do the teachers show any signs of culture shock the second year? Looking back, what proved most helpful and least helpful concerning their transfers? What effects did the summer vacation have on their outlooks? How many returned? How many did not? Why?

APPENDICES

APPENDIX A–PERSONAL DATA SHEET, INTERVIEW QUESTIONNAIRE

APPENDIX B–CULTURE SHOCK SCALE

APPENDIX C–CORRELATION MATRIX AND KEY

APPENDIX D–DATA CODE SHEET

APPENDIX A

Name Miss / Mrs. / Mr. ..... Last First Middle

Birthplace ..... Birth Date .....

Occupation of father .....

Total years teaching experience .....

School transferred from .....

Number years at that school ..... Transferred to ..... present school

In the box below, after looking at the examples, please list your teaching experience. Do *not* include your present school.

EXAMPLES:

Dates	State	Grade(s) Taught	Rural, Suburban, Urban	Total Years at That School
1960-61	Tenn.	6	rural	1
1964-69	Conn.	4-5-6	suburban	5

Dates	State	Grade(s) Taught	Rural, Suburban, Urban	Total Years at That School

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Questionnaire

Please answer the following questions. It is hoped that you will give careful thought to each question, and then write one-or-two sentence answers to them. None of the questions are trick questions. They are in a chronological order concerning your transfer.

1. Small things sometimes are very annoying. After the teacher transfer this past summer, various complaints were made about the condition of the new school, the new distance traveled, the lack of supplies, the cafeteria setting, the classroom location, the toilet facilities, etc. Looking back at the beginning of the school year, what things like those mentioned above, did you find bothersome or annoying?

2. How does the school you are now in differ from the one you transferred from?

3. Many teachers when they heard about their transfer thought about resigning, finding another job or retiring. Did you seriously consider any of the above? If yes, what made you change your mind?

4. You have undoubtedly heard many stories about teaching in inner-city schools. In what ways is the school you are in different than you imagined?

5. All transfer teachers were given an opportunity to discuss their transfer with someone in the central office. Did you go to that meeting? Was it helpful? Why or why not?

6. Transfer teachers were given the opportunity to work an extra day in their new school prior to the opening of school. Did you work that day? How helpful was it?

7. The purpose of these questions is to learn more about the transfer teacher and culture shock. Have you ever heard of the term culture shock?

..... yes ..... no

8. Social scientists have said that people who enter a new culture or subculture often experience culture shock. Culture shock is believed to occur because people entering a new culture are unable to read the cultural cues from their new environment. Culture shock often causes anxiety, fear, frustration and physical or emotional stress. With this understanding, is there any way that your past experience since your transfer may relate to culture shock? How?

9. Every school has different ways of doing things. What were some of the changes in routines, methods, or practices which you had to adjust to?

10. What were the two or three things you found hardest to adjust to?

11. As the year progressed, what problems became your greatest concern?

12. Would you consider your adjustment period at your new school easy or hard? Short or long? Why?

13. From converation and observations, how do you feel your adjustment compares to other teachers who transferred to your school? Explain?

14. The year is more than half over. Would you consider it successful or not? Why?

15. How many days have you been absent from school.? What were the reasons for the absences? How does your "days missed" compare to previous years?

16. What advice would you give to other teachers who might be transferred?

17. How could the school staff have made your transfer easier?

18. How could the central office staff have made your transfer easier?

19. As a teacher, what are your plans for the future?

What time and what day of the week would it be best to arrange an hour interview with you? After school? Before school? On the weekend? During the spring vacation?

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CULTURE SHOCK SCALE

Some social scientists believe transferring to a different school (especially one that is not like your previous one) is difficult because teachers experience culture shock. This means that the teacher often transferring to a new school has difficulties because she fails to really understand the cultural cues provided by her students and the teaching environment. Apparently teachers vary as to how they react to and cope with culture shock, but some believe *all* teachers experience some culture shock.

Listed below are characteristics associated with culture shock as identified by those who have studied it.

On the scale below, please rate *yourself* as to *how you felt and reacted* to your transfer and your experiences in that new school.

If, for example, you experienced a great deal of frustration during part or all of the year, you would circle number four or five. If you experienced little, you would circle one or two.

On the scale to the right of first scale is a calendar. Circle the month or months you experienced the greatest amount of what that item measures.

EXAMPLES

I was:	*Slight* *Great*	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April
1. Frustrated (I was quite frustrated in October and November)	1 2 3 (4) 5	A	S	(O)	(N)	D	J	F	M	A
2. Hysteric (I was very hysteric in November)	1 2 3 4 (5)	A	S	O	(N)	D	J	F	M	A
3. Experiencing physical pain (I experienced no unusual physical pain)	(1) 2 3 4 5	A	S	O	N	D	J	F	M	A
4. Having discipline problems (I had severe discipline problems in September, October and November) October and November)	1 2 3 4 (5)	A	(S)	(O)	(N)	D	J	F	M	A

CULTURE SHOCK SCALE

I was:

	Slight			*Great*		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April
1. Frustrated	**1**	**2**	**3**	**4**	**5**	A	S	O	N	D	J	F	M	A
2. Exhilarated	**1**	**2**	**3**	**4**	**5**	A	S	O	N	D	J	F	M	A
3. Depressed	**1**	**2**	**3**	**4**	**5**	A	S	O	N	D	J	F	M	A
4. In panic	1	2	3	4	5	A	S	O	N	D	J	F	M	A
5. Enthusiastic	1	2	3	4	5	A	S	O	N	D	J	F	M	A
6. Afraid	1	2	3	4	5	A	S	O	N	D	J	F	M	A
7. Full of self-doubt	1	2	3	4	5	A	S	O	N	D	J	F	M	A
8. Bewildered	1	2	3	4	5	A	S	O	N	D	J	F	M	A
9. Irritated at strange situation	1	2	3	4	5	A	S	O	N	D	J	F	M	A
10. Self-satisfied	1	2	3	4	5	A	S	O	N	D	J	F	M	A
11. Experiencing emotional stress	1	2	3	4	5	A	S	O	N	D	J	F	M	A
12. Hysteric	1	2	3	4	5	A	S	O	N	D	J	F	M	A
13. Feeling helpless	1	2	3	4	5	A	S	O	N	D	J	F	M	A
14. Challenged	1	2	3	4	5	A	S	O	N	D	J	F	M	A
15. Apprehensive	1	2	3	4	5	A	S	O	N	D	J	F	M	A
16. Contemptuous of children	1	2	3	4	5	A	S	O	N	D	J	F	M	A
17. Feeling rejected	1	2	3	4	5	A	S	O	N	D	J	F	M	A
18. Near exhaustion	1	2	3	4	5	A	S	O	N	D	J	F	M	A
19. Finding student behavior impossible	1	2	3	4	5	A	S	O	N	D	J	F	M	A
20. Elated	1	2	3	4	5	A	S	O	N	D	J	F	M	A
21. Aggressive toward some children	1	2	3	4	5	A	S	O	N	D	J	F	M	A
22. Ready to resign	**1**	**2**	**3**	**4**	**5**	A	S	O	N	D	J	F	M	A
23. Facing discipline problems	1	2	3	4	5	A	S	O	N	D	J	F	M	A
24. Needing to seek out close friends	1	2	3	4	5	A	S	O	N	D	J	F	M	A
25. Ready to cry	1	2	3	4	5	A	S	O	N	D	J	F	M	A
26. Often shouting	1	2	3	4	5	A	S	O	N	D	J	F	M	A

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TABLE 1
CULTURE SHOCK SCALE CORRELATIONS FOR SELECTED ITEMS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1.00			.61																
2		1.00	.66											.67	.74			.62	.66	
3		.66	1.00	.67					.64	.69				.73	.64				.63	
4	.61		.67	1.00						.67	.66		.72	.75		.70	.78	.67	.67	.78
5					1.00	.60	.93	.97											.75	
6					.60	1.00	.64	.62												
7					.93	.64	1.00	.94												
8					.97	.62	.94	1.00							.63					
9			.64						1.00	.72		.78	.64	.75	.64				.52	
10			.69	.67					.72	1.00		.67	.84	.78	.64	.70			.72	
11				.66							1.00				.61	.74		.65	.73	
12									.78	67		1.00	.66			.65				.62
13				.72					.54	.84		.66	1.00	.84	.69	.77	.76	.72	.66	.71
14		.67	.73	.75					.75	.78			.84	1.00		.77	.76	.75	.66	.71
15		.74	.64					.63	.64	.64	.61		.69		1.00	.74		.72	.79	.70
16				.70						.70	.74		.77	.74		1.00	.70	.72		.66
17				.78									.76	.76		.70	1.00	.70		.91
18		.62		.67							.65		.72	.75	.72	.72	.70	1.00	.83	.68
19		.66	.63	.67	.75				.62	.72	.73		.66	.72	.79			.83	1.00	
20				.78								.62	.71	.71	.70	.66	.91	.68		1.00

KEY:
1. School assigned
2. Relations with prin.
3. Negative 1-5 CS scores
4. Frustrated
5. Bewildered
6. Panic
7. Self-doubt
8. Experiencing emotional stress
9. Hysteria
10. Helplessness
11. Apprehensive
12. Feeling rejected
13. Exhausted
14. Experiencing student behavior problems
15. Aggressive toward students
16. Wanting to resign
17. Discipline problems
18. Need to seek close friends
19. Crying
20. Often shouting

Data for the correlation table represent responses to the Culture Shock Scale and the oral and written interviews. Item 1, for example, *school assigned,* means one of the six schools to which teachers were assigned. The .61 *correlation* means that the teacher's frustration score taken from the Culture Shock Scale is positively related to the *school assigned.* Item 2, *Relations with Principal,* indicates that a teacher's attitude toward her principal is related to the negative scores on the 1-5 Likert Scale on the Culture Shock Scale and also to *student behavior problems, aggressiveness toward students,* the *need to seek close friends,* and the *possibility that she cried often.* As stated earlier in the study, the scores from the Culture Shock Scale were similar to the responses the teachers made to the interview questions. A teacher who told of a great deal of frustration during the interview tended to score high on the frustration item of the Culture Shock Scale. Most often, the Culture Shock Scale scores seemed to underestimate the degree of frustration, distress or other experience itemized.

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APPENDIX D

DATA CODE SHEET

The following code explains what data were used to examine each hypothesis.

CSS = Culture Shock Scale

Dem. = Demographic information

Gen. = General information from both the written and face-to-face interviews

The numbers, i.e., 1, 2, 7, etc., refer to specific responses to the written questionnaire.

HYPOTHESES	REFERENCES
A	CSS + 1, 4, 7, 8, 10, 11, 12, 14, + Gen.
B	CSS + 8, 10, 11, 12, 14, + Gen.
C	CSS + 1, 10, 11, 12, 14, + Gen.
D	Dem., CSS + Gen.
E	Dem., CSS + Gen.
F	Dem., CSS + Gen.
G	CSS + 3, 11, 14, 16, + 19
H	Dem., CS + 1, 8, 10, 11, 13, + Gen.
I	CSS + 15, + Gen.
J	CSS + 11, 19, + Gen.
K	CSS + 1, 8, 10, 12, 14, 19, + Gen.
L	CSS + 1, 8, 10, 12, 14, 19, + Gen.
M	1, 5, 6, 8, 9, 10, 11, 12, 14, 19, + Gen.
N	7, 8, + Gen.
O	8 + Gen.
P	10, 11, 14, 16, 17, 18, + Gen.
Q	4, 8, 9, 10, 11, + 16

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BIOGRAPHICAL SKETCH

Kenneth Nelson Kron was born in Utica, New York, July 26, 1935. Following three years in the U. S. Army, he entered Carson-Newman College, Jefferson City, Tennessee, and was awarded the Bachelor of Arts degree in English in 1960. In 1968, he was awarded the Master of Science degree in elementary education from Southern Connecticut State College, New Haven, Connecticut.

His teaching experience includes one year of elementary teaching in Andersonville, Tennessee, and five years at Chester Elementary School, Chester, Connecticut.

While working on his doctorate, he was a graduate assistant to Dr. Morris Cierley, working on the University of Kentucky Self-Study, and during the 1970-71 school year he was an administrative intern for the schools of a Kentucky county. In the summer of 1971, he was appointed principal of an elementary school in the same county.